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ABSTRACT

The objectives of this study were: (1) to study the present goals and operations of the Banff school in Canada and to approach its unique contributions to the life of the nation, (2) to assess the role the school might play in the future, and (3) to determine the most effective arrangement for governing and support of the school. Most of this report deals with suggestions for change and improvement in the future. The study was conducted over a five-week period. Data was obtained in the following ways: (1) interviews and correspondence with individuals having some association with the school, and (2) collection of relevant reports and other documents concerning the school. Conclusions are: (1) The Banff school contributes greatly to Canada, Canadians, and all who attend the Center because it helps them attend to their deepest needs; (2) Some changes are needed in administrative arrangements to offset the impersonality that has crept into the center, e.g., alterations in the conference rooms, additions to the learning materials, and the recruiting of conference counselors. (CK)

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A STUDY OF THE
BANFF SCHOOL OF FINE ARTS
and the
BANFF CENTRE FOR CONTINUING EDUCATION

Prepared for the Minister
of Education, December 10,
1969

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Chairman

Department of Adult Education

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Studies in Education

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I INTRODUCTION

This is a report about educational policies and programs.

It is about a unique institution, familiarly known as the "Banff School." It deals with one phenomenon of the times, namely, how people can contrive a suitable environment for the learning that is associated with their deepest needs, their needs for economic betterment, for companionship, for releasing creative talents, and for solving family and community and national problems.

It is an all-too-brief look at an extraordinary and complex subject that deserves extended observation.

Terms of Reference

Usually when an inquiry into an institution is announced, it is because, or so people believe, a crisis has arisen in that institution. No such reason exists respecting the present inquiry. It comes, appropriately, as one chapter in the evolution of the institution succeeds another.

The inquiry was prompted by the retirement of Senator Donald Cameron, after serving for 35 years as Director. Terms of reference are:

> "To study the present goals and current operations of the Banff School of Fine Arts and Centre for Continuing Education and to appraise its unique contributions to the life of the province and the nation.
>
> "To assess the role that the Banff School might play in the years ahead in relation to the needs of individuals, and to those of various social and educational institutions of the province.
>
> "To determine the most effective arrangements for governing and support of the Banff School, recognizing the excellent contributions which the universities of Alberta and Calgary have made over the years in this regard.

> "To involve in the study, insofar as possible, those individuals, institutions, and organizations that have had experience with and an interest in the work of the school.
>
> "To present a report of findings to the Minister early in December of 1969."

While this inquiry has been completed in 1969, it has been carried out in the general context of the studies associated with the Alberta Commission on Educational Planning which will be examining all aspects of education in Alberta and with the full cooperation of Dr. W. Worth, the Commission Chairman.

Tone and Scope of this Report

Any inquiry with such terms of reference is bound to reproduce observations that are critical of past or present activities, or may seem to reflect adversely on the staff of sponsoring institutions. This is no exception. Most of the report will deal with suggestions for change and improvement in the future. We therefore wish to say, at the outset, that we intend no criticism of the former Director, his staff, the officials of the universities of Alberta and Calgary, the representatives of governments of Alberta or Canada, or the donors. Before undertaking the study, the writer was convinced that the Banff School is an invaluable asset, not only for Alberta, but for Canada. Nothing he has seen or heard dispells that conviction which is now more firmly grounded. Words of commendation and appreciation were heard again and again. His enthusiasm for his subject and the persons who are responsible for the Centre will probably spill over his attempts at scholarly objectivity.

No effort will be made, when dealing with criticisms heard or the need for change growing out of altering circumstances, to always add at that point the "yes, buts" which an attempt to be just might require, but the writer will, of course, attempt to present a fair assessment in total.

The author had hoped to present a succinct report. Indeed, he had in mind the admirable example of early Albertan, Gerry Potts, famed half-Scot, half-Peigan guide and interpreter to the North West Mounted Police, who at the end of an impassioned, eloquent, half hour ovation by an Indian Chief, interpreted: "He wants grub!" Alas, lacking his capacity for condensation, and being required to consider a bewildering array of statistics and opinions about a varied assortment of educational activities carried on over a quarter century, the report has grown and swelled. However, a summary of the main recommendations has been provided.

Acknowledgements

The writer has been afforded the fullest cooperation by officials in the Government of Alberta, by the President, Chairman of the Board and faculty members of the University of Calgary, and the University of Alberta, by members of the staff at Banff, and by Senator Cameron. He is grateful as well to many individuals, some of them listed in the appendix, who have contributed substantially to this inquiry. Many of them offered hours of time and some prepared special memoranda.

Time Limitations

For various reasons there was available only about five weeks to complete the inquiry. It was not possible, therefore, to hold meetings or obtain briefs from the many institutions and organizations in Alberta and elsewhere that have experience and hold responsible views about the present and future of the institution. A notable exception was a meeting when the writer was a guest of the Banff Committee of the Board of Governors of the University of Calgary. Nor was it possible to make any thorough investigation of the results of courses offered in the various educational programs at Banff.

However, a considerable volume of information has been obtained from many sources. The writer has interviewed over sixty individuals, in several cities in Alberta and elsewhere. Included are officials associated with the three universities, institutes of technology, the colleges, several business and professional organizations, as well as representatives of significant groups of "users" and a number of teachers and participants. Most of them have had considerable experience with the Centre, in some cases extending over twenty years or more. Some of the information offered and proposals suggested are summarized later. However, since there has not been time to check back in every case, comments have not been attributed to any individual unless it was available in writing or advance permission had been obtained for attribution. A list of many of the individuals interviewed is appended.

In addition to Alberta residents, the writer has been in touch, by interview, by telephone, or by correspondence, with another score of individuals who are well informed about the Banff School, or about education in the arts or business, or are experienced in the management of centres of continuing education. Their names are also listed.

The writer has some personal experience to draw on. During the years 1950-1965, latterly in the position of Secretary-Treasurer of the Humanities Research Council and the Social Science Research Council, he visited all of the major universities of Canada regularly every year. He has conducted previously four studies of continuing education, including programs in the arts and business education, involving Canadian universities, the University of Alaska, the University of the West Indies, and the University of Rajasthan. In 1965 he visited and studied the work of six major Centres of Continuing Education in the United States, and Rewley House at Oxford, all financially supported by the W. K. Kellogg Foundation, and has since had access to files and research carried on at these Centres. He also served as a consultant on a committee which was planning a new regional centre for the six states of New England. This fall he has had the opportunity to visit and examine activities in three Canadian centres used for continuing education, namely the Quetico Centre, The Guild of All Arts, and Maison Montmorency.

Finally, the writer has himself been a participant at Banff, as course member or course instructor, on a dozen occasions over the past twenty years. It is possible that this has made him less objective, but it has assisted him to find his data quickly and to identify sources of responsible opinion.

Despite time pressures, it has been possible to bring together a considerable volume of fact and opinion that is most relevant for the task at hand, including opinion of those engaged in administering, or in conducting research about, centres of continuing education elsewhere.

Conduct of the Study

As indicated above, data was obtained in the following ways:

i) Interviews with individuals in Alberta, individuals who have experience and belong to organizations and associations that are users or potential users of the Banff facility, including teachers and course participants (see partial list).

ii) Interviews or correspondence with individuals who have had experience at Banff or can offer informed opinions about the subjects under study.

iii) Collection of relevant reports, memoranda, etc. from the University of Calgary, University of Alberta, Banff Centre records, and the Department of Education. In particular, President A. W. R. Carrothers of the University of Calgary and Senator Donald Cameron were helpful in supplying relevant documents.

iv) Obtaining written suggestions from present and past members of staff at the School and other persons who have had unusual experience.

v) Checking with officials in the Parks Branch, townspeople in Banff, and others who have views about some of the questions under review.

vi) Checking with officials who make decisions about some major sources of funds about their views respecting programs and structures that might be eligible for financial support.

The first task in the inquiry, in addition to collecting all relevant information, was to determine what views are held about objectives, goals, and priorities. At the outset the writer was apprehensive that the disparities in objectives might jeopardize any viable plan. However, he now believes that the almost all of the persons who have experience or who have thought about the institution hold many opinions and aspirations in common. There does seem to be a consensus about the purposes and goals for the Banff Centre that will provide a sound foundation for the future.

The second task, and by far the most difficult, was to identify the kinds of organizational form, auspices, and structure that might provide the best expression for the objectives and functions. Here there is less than unanimity and there are several possible alternatives which are discussed in a later section. However, the writer did form the opinion that once an appropriate decision is made about auspices and organization, that the main interests in the province will willingly cooperate and support the institution.

The writer has attempted to point out some of the probable consequences of following various alternative plans but, of course, final decisions must be made by the Government, universities and colleges, and other major interests in the province.

Along with this investigation of objectives, and identification of modes of organization, the writer did receive much information that provides some assessment of major programs, facilities, administrative arrangements, and financial policies. This information and these views are discussed in another section. When a decision is made about auspices and organization, the Board and staff can deal effectively with matters of program and facilities. A considerable body of material, based on the record at Banff and on sound practices developed elsewhere, is available to the Board and staff when this stage is reached. (See appendices and bibliography.)

A Note on Nomenclature

The program and facilities at Banff operate under a long double title, "The Banff School of Fine Arts and Centre for Continuing Education." It would be laborious writing and reading alike to repeat this title each time that one wishes to refer to the whole facility and operation. At present one hears most frequently, "The Banff School" or the "School." But these terms are misleading and unsatisfactory. For the purposes of this report, therefore, the term Banff Centre, or Centre, will be employed. Of course when specific reference is made to that part of the whole institution that is the School of Fine Arts, the name Banff School of Fine Arts will be used. The Banff School of Advanced Management usually appears under its full name but is sometimes designated in the shortened form, BSAM.

What is a problem for a report writer must often be a problem for the staff members and visitors to Banff. The time may soon come, or may have arrived, when some appropriate term to describe the totality of the institution will come into general use. This will be particularly necessary if a special Act of the Legislature may later be required. Terms such as "Banff Institute," "Banff Foundation," or the "Banff Centre for Continuing Education" are all possible. Judging by information we have received from the persons interviewed, and our analysis of the statistics of use, the largest number and greatest variety of users are engaged in some form of continuing education.

Accordingly, the Banff Centre for Continuing Education might become the general designation under which all the many schools and activities are comprehended. It is a flexible term covering activities for all ages, of all kinds and disciplines, and extending from the most elementary to the post Ph.D. level.

II THE TIME AND THE PLACE

The Uniqueness of Banff and the Needs of the Present and Future .

The first sentence in terms of reference requires: "To appraise its unique contributions to the life of the province and the nation." In almost every interview conducted about the Banff Centre, the adjective unique was used again and again. It is this singularity of the Banff institution, that makes the inquiry both difficult and significant. The Banff Centre is a nonpareil, it is not "comme les autres," there are no appropriate models against which to assess it or from which structural or program changes may be adapted. Solutions for its problems may all be the better because of exchange of experience with people elsewhere, but the solutions must be invented, not borrowed.

Robert Kroetsch might well say that the Banff Centre is unique because the people of Alberta are.

> It is these cool rivers and dry steppes that give uniqueness and form to a province that seems, according to a map, to have been shaped chiefly by pen and ruler. And the people's uniqueness is further quarried from other extremes. The hard sun and the promise of rain above, the mysteries of Devonian shoals below; these have locked a people between dream and nightmare. Two views of existence contend here; for some, life is controlled by an apocalyptic vision with the end as judgement always nigh; for others, especially for those who build cities and plan conservation and create schools, Alberta is no longer a promise but a fact. Theirs is the historical view; and for them, man must make his own and continuing destiny.

One can and should look at residences elsewhere, at schools of fine arts elsewhere, at schools of business administration elsewhere, and centres of continuing education elsewhere. But nowhere does one find all these functions balanced in such a way within the same institution. Such an observation of course begs the question, "should such functions be combined?" and we will consider this question later.

Other institutions serve provincial needs, some serve regional needs, some national and some international. But in few conference centres have there been attracted such varied combinations of users, with such different geographic or political orientations.

The Setting - Banff

Banff has been celebrated by thousands of writers of travel literature, by thousands of painters and hundreds of thousands of photographers, by essayists, poets, novelists, theologians, and lovers. There is no need to extoll its mountains, weather, atmosphere, or physical attractions. Yet these cannot be discounted. Banff is not only a community and a park, but it is also a dream. The almost mystical response it evokes is every bit as real as the granite of Mount Rundle. People of many conditions want to go to Banff, not just for what they do there, but for what it signifies to them. Students of all ages, and the most eminent artists and scholars are and will be attracted to Banff. This factor cannot be fully evaluated; it is literally of inestimable value for such an institution.

An Extraordinary Record

Like most remarkable institutions, the Banff Centre is in large measure the extension of a single man, Senator Cameron. Yet those who contributed in some important way to what it is, its location, buildings, grounds, hostel facilities, and programs, literally number hundreds. The School has had some formal association with three educational institutions. During 1935-1940 there was a partnership (once described by Senator Cameron as "companionate marriage") with the Provincial Institute of Technology and Art, now the Southern Alberta Institute of Technology. There were 25 years when the School was formally a part of the University of Alberta. And since 1966, the School has been officially part of the University of Calgary.

In the years 1952-1969 the Banff School of Advanced Management has operated on the property. BSAM is not part of the legal ownership or management of the Banff School; it has been always a "user." But since the universities of British Columbia, Alberta, Saskatchewan, and Manitoba have been full sponsors of, and partners in BSAM, there has grown up some feeling of identification, and responsibility, even of proprietorship, by all these universities with the Banff School. By usage, the Banff School has become a prized asset for most of the universities in the western provinces. None of these universities press any legal claim, but they do share a sense of responsibility.

These feelings, almost of "ownership," are shared by scores of organizations in Alberta. Indeed, one of the remarkable, perhaps priceless assets, of the Banff Centre is that people and organizations throughout Alberta feel that they belong, that they will be welcomed and at home there. One need not be sentimental about this to realize what an opportunity this provides for a centre of continuing education. That it is so is a tribute to the sponsoring universities and the staff.

Of course, such a reputation and such a policy raises some difficult practical problems for the future. Should every group be encouraged or should criteria be applied in selecting clientele? Such questions will be considered later.

The Banff Centre has been the scene for scores of regional, many national, as well as some international seminars and conferences. Some of these are annual, for example, the short course of the Canadian Education Association, attended by educational administrators from all over Canada. The attitude of one participant illustrates what this means in actual or potential support for the future. When this participant, who as Chairman of the Board of The Ontario Institute for Studies in Education, was asked if the writer should undertake this assignment at short notice and perhaps at some cost to his other commitments, his answer was immediate. "Of course! So much has been done for Canadian education at Banff that we must do anything that we can." Peter McArthur once wrote "A man should be able to appreciate a good thing even when it happens to be his own." Respecting the Centre, this attitude can be found among many university personnel, professional societies, church groups, and other distinguished users, in the western region, the nation, and abroad.

Multi-functions

In the earliest years what is now the Banff School of Fine Arts was an informal program in amateur theatre and the arts, carried out by a university extension department. Senator Cameron described the origins and the development of programs and facilities in 1948 in the 17th year of operation:

> The Banff School of Fine Arts came into being in August 1933, as a result of a Carnegie grant to the University of Alberta for a programme of encouragement of the Fine Arts. In considering ways and means of making the most effective and far-reaching use of the grant, the University decided that the training of community leaders and teachers was a first and necessary step. The idea of establishing the training centre in Banff was a stroke of inspiration, and credit for this must go to Dr. E. A. Corbett, the first director of the School, who was in charge from 1933 to 1936.
>
> It was agreed that an experimental school in the arts related to the theatre should be held in Banff during August 1933 if 40 students would register for the course in advance and pay $1.00 registration fee as evidence of their interest and good faith.
>
> Instead of 40 students, 102 adults and 28 children presented themselves at the school and they proceeded to study the elements of stage production and acting with an eagerness and enthusiasm not seen in a University classroom in many a year.

Arrangements were made with the Banff School Board to use the Banff schools and an old theatre for teaching purposes. Students found their own living and dining accommodation in the town.

The experiment was repeated in 1934 with even greater success, and no one was deterred by a $5.00 tuition fee. In 1935 a painting division was added to the school of the theatre. For some years a group of art students from Calgary had been sketching at Seebe, 30 miles from Banff, under the leadership of A. C. Leighton. These students were invited to join with the students of the theatre, the two groups retaining their separate identities for the initial year. In 1936 the painting group formally joined the theatre students; a Master class in piano was added and the school became known as the Banff School of Fine Arts.

Classes in Choral singing were added in 1937 and a start was made in the encouragement of the creative writing classes, which have been a feature of the school ever since.

. . . .

In 1939, courses in Weaving and Design were added to the curriculum and in 1940 a School of Oral French was started at the request of the Alberta High School French Teacher's Association. A Modelling and Pottery class was added in 1942; and in 1944 as a result of a Rockefeller grant, the Western Canada Writers' Conference became a part of the School.

. . . .

In the past 17 years 5,500 students have gone through the School. They have come from every province in Canada and most of the 48 States of the United States. They have come from England, from Australia and New Zealand, from the Argentine and Hawaii. In one year the school included within its student body, a judge of the Supreme Court of Alberta, brushing up on his French; the millionaire head of a well-known sewing maching company in the United States, and three of his family taking art and handicraft; a lady sheriff from New Mexico, taking painting; and the head of the drama department of Booker T. Washington's famed Tuskegee Institute in Alabama.

Because of the pressing need for accommodation the University made a start in 1946 in providing its own accommodation. In that year a number of former military buildings were erected in the form of a bungalow court to provide sleeping and lounge accommodation for 60 students. In 1947 the first of a number of residential chalets was built on the School's permanent site on Tunnel Mountain. Two more large chalets, were started in 1948 and completed in 1949. These permanent chalets provide dining accommodation for 500 students and sleeping accommodation for 140.

Senator Cameron ended his article prophetically: "When sufficient buildings are completed, the Banff School, instead of operating as a Summer School, will enlarge its scope to operate the year round . . . . an ideal setting for many specialized short courses and educational meetings of a provincial and national character. How long it will take to reach the ultimate goal is hard to tell - five years, ten years, possibly fifteen, but not much longer. When that day comes, as come it will, the policy will be the same as it is now: to stress high standards of achievement in every field."

From the beginning, Director Cameron had in mind a Centre for Continuing Education. He had been one of six now prominent Canadians who had been sent by the Carnegie Corporation in 1933 to study the Danish Folk High Schools and he had long had an interest in developing appropriate forms of education for adults in a residential setting. This purpose and function were always part of his plan and were added as soon as he was able to obtain land and residential facilities. While the title, Banff Centre for Continuing Education is secondary, the function is not, and the use of the institution for these purposes now overmatches its use for other functions.

In 1952 the Banff School of Advanced Management, jointly sponsored by the four western universities held the first courses on the Banff site and have continued to use Banff as the "campus" ever since. We have noted that while BSAM is technically only a user of facilities, so closely has BSAM become identified with the School that the Banff School is frequently spoken of as a management school. This activity, carried on for men who hold important positions all over the west has brought recognition and prestige to the whole operation. Moreover, the interest and support of outstanding business men in the west, has been a source of revenue to carry other activities that have been more difficult to finance.

We have noted that this combination of functions is unusual. There are centres of continuing education, for example, Holly Royde associated with the University of Manchester, and the Center for Continuing Education of the University of Chicago, and The Guild of All Arts in Toronto, where business administration courses, and some art education may be found. But in no other place do these activities assume such an important place nor are there such unusual facilities. Nor do we know of any enterprise associated with the arts, or associated with business, where there is such a combination of interests, with the possible exception, and only for part of the year, of Aspen, Colorado.

Future Concerns and Opportunities

One of the terms of reference states: "To assess the role that the Banff School might play in the years ahead . . . ." Prediction is never certain and far from easy. However, in our interviews we have asked for opinions about future use of the Centre from almost every individual. We have also tried to pay some attention to estimates of the probable developments in education for men and women during the next two decades.

Data is not available for rigorous extrapolations. Nevertheless, such data that does exist fully supports predictions about continuing education that go far beyond what almost anyone has yet considered possible. The probable needs that are revealed by this analysis are sobering and one is reminded of Bob Edwards: "Don't meet trouble half way. It is quite capable of walking the entire journey."

A few illustrations will point up the basis for this assertion and these apprehensions:

i) Estimates based on DBS figures indicated that, in 1956, the number of men and women over fifteen in some recognized educational activity for which a regular roll was kept, and which continued at least over ten sessions, was about one million. Seven years later, in 1963, this total seems to have reached two million and just four years later, by 1968, the total seems to have reached three million. Moreover, it is a known fact that the more education that people have, the more that they want as adults. More and more Canadians have been obtaining increased amounts of education. Who knows what the totals will be in 1980 or 1985, but the most conservative predictions are still staggering. (See population predictions in the appendix.)

ii) It is now a commonplace for every single professional group (doctors, dentists, lawyers, architects, engineers, etc.) and all managers or executives in business, manufacturing, farm organization and governments to accept verbally the notion that all such personnel will be engaged in systematic study, for a week or longer, every year. We say accept verbally; this notion is not everywhere yet expressed in fact. Yet increasingly professional schools and professional societies are concerning themselves with extension programs of continuing education

ii) (contd.)
and are looking for appropriate facilities and personnel. The extensive professional development program provided by the Alberta Teachers Association is an excellent example. Both facilities and personnel able enough to be effective in this field are, and increasingly will be, in short supply. Let us note, too, that while most of the pressure from these professional personnel will be for educational activities associated with their professional or vocational competence, many of them are equally concerned with the education of their members as parents and lawmakers and citizens.

iii) What is true of professional personnel may become true for the "paraprofessional" who, in vastly increasing numbers, will be graduating from various kinds of post-secondary educational institutions. Indeed, these men and women may be even more insistent on obtaining further education because the pressures on them to advance vertically in their vocation may be even greater.

iv) There is much rhetoric these days about the promise or threat of youth in society. At present the vast numbers of Canadians are under thirty and the chief pressures for places to study are being found in the universities and post-secondary institutions. Yet, in less than two decades, this throng of people will be in their late thirties and early forties; most other Canadians will still be alive, comparatively fewer children will have been born, and in all probability Canada will never again have a population predominantly of youth but rather of middle-aged and older people. It is in the twenties that men and women fill up classes designed primarily for vocational purposes and all during the 1970's such classes will be stretched far beyond present limits. But in mid-career and later years, men and women are still wanting and needing education, increasingly of the kind that helps them cope with tensions and anxieties associated with isolation, boredom, and social distress. The latter kinds of education are those that are particularly well provided for in a residential setting.

v) Very large special groups of people will have special needs. For example, by 1970 the typical married woman will have born her last child at 28, sent him to school when she is 34, and be reasonably free of the most intense family care when she is forty. She will then face 25 or 30 years that can be productive, engaged in her former career, or taking up a new career, or in the many forms of service to community organizations, or in political life. But for all these tasks and roles, she will need additional education. The numbers we are now talking about are very large indeed. The potential value of such women, or the probable waste, if their time and talents go unused, is incalculable.

Enough may have been said to indicate the incredibly heavy demands, and opportunities, for continuing education that can be expected in the next two decades. To an extent that few have ever considered, this will affect the work of universities, colleges, institutes of technology, boards of education, libraries, and scores of private agencies. And for some of these purposes, some of the most critical and significant purposes, a residential facility such as Banff will provide a most appropriate environment.

Through the expenditure of scores of millions of dollars, the province has equipped itself with facilities and staff for providing education leading to academic credit. In place of the one university, two colleges and the agricultural and technical schools existing in 1960, there are now two universities (soon to be four) and at least a dozen institutions offering formal credits at the level of higher education. Noting the presence of these credit-granting institutions, with more on the way, several persons have observed that more attention should be given to providing agencies where academic credit is of no great consequence and where educational experiment can be fostered. Indeed, many educationists in Alberta, Dr. S. Smith, President of the University of Lethbridge for one, are urging the creation of new institutions, with or without credit, that will boldly deal with educational tasks associated with the most baffling problems of our day.

An educational experience in residence does seem to provide a suitable milieu for facing critical problems. During all ages, many of the saints and reformers have sought a temporary retreat in order to try to understand, and to focus their own energies towards the solution of problems that perplexed or fascinated them. Increasingly top Canada government officials, heads of all churches, senior business administrators, and officers of intergovernmental organizations, faced with daily turmoil, tension, and frequent confrontation with hostile or abrasive forces, have sought for serenity and reflection in an appropriate environment and congenial company, thus to prepare themselves for the exigencies of leadership. Some do this in private retreat, or with a few friends. For other purposes, a residential setting open only to a specialized group, is utilized. But there seems to be merit, and the need will grow, in having places where men and women of different experiences and background will come to a common hearth, under circumstances where they can think, and read and converse and try to understand each other, not simply confront each other as partisans.

From personal experience we know that we could easily assemble testimonials about the needs of appropriate residential facilities from many or most of Canada's outstanding men: from the Governor-General, from Prime Ministers, from heads of churches, professions, corporations, unions, and universities. Hard questions should be asked about the kind of and quality of educational experience but there seems little doubt about the trend. In the United Kingdom, more than a hundred such facilities under differing auspices have been developed since World War II and all are in full use; in the United States, the number of continuing education centres related to higher education has in the past decade increased from a few score to a few hundred and all are in full use. And the days of greatest need seem to be ahead.

It is perhaps worth noting that people in other provinces are rather envious of Alberta in having developed such a facility. In several parts of Canada, groups are making plans to develop facilities somewhat like those of Banff. In most cases, the present planned facilities will be associated with universities and professional schools for certain purposes, but some of them are or will be under management and financial policies independent of the university.

III PURPOSES, GOALS, AND OBJECTIVES

The Banff Centre has evolved over a period of close to four decades. While the Director, Senator Cameron, always had a clear conception of what the institution should be and do, in the best sense the goals and objectives have grown and matured even as experience was gained and facilities were added.

Now that there is a deliberate effort to assess progress and plan for the future, objectives should be worked out with some care. If at all possible, the goals should be so fashioned and stated, that they will be acceptable to the main organizations, agencies, and people for whom the Centre was planned. The statements of purpose can then serve as guidelines in making decisions about auspices and administrative relations, in selecting staff, in designing new programs and in raising funds either for capital development or for program.

In view of the substantial contributions of the Federal Government, through the Parks Branch, and also the Alberta Government, because of the benefactions of private donors, such a statement of goals should be worked out with reasonable promptness, so that governments and donors will be reassured and encouraged to provide further support when needed.

At the beginning of this inquiry there were those who expressed considerable apprehension that "the real purposes of Banff are being forgotten." There were those who felt that under the supervision of the University of Calgary the Centre would, sooner or later, be used simply as an additional campus for the academic purposes of the University. In stating these doubts, no disparagement of the academic work of the University was made or inferred. However, the point was frequently made with considerable force, that the Banff Centre had not been created as an embellishment for the academic program of any university. It is argued that the land would not have been granted, funds would not have been made available by the Government, and private donors, if the Centre had been planned to serve the internal purposes of any university.

Some of those at the University of Calgary maintained that if the Centre is to have a university connection, more attention must be given to high standards of quality, which are defined as university standards. One respondent stated, in part: "All programs should meet a standard which is indicative of university level work and courses carrying credit towards a degree would come under the direct control of the senior academic body of the parent university. As much as one might regret having it happen, it seems to me likely that a true affiliation with a university is bound to orient Banff's programs towards a university level standard. This might mean the curtailment of many of the School's present activities . . . ."

Others are quick to point out that there are other standards of excellence in the arts, in business administration, and in continuing education generally, that have little connection with universities. Few university scholars, it was argued, are capable of making a useful assessment, or even participating effectively, in programs that encourage or call forth creativity. Activities for doctors and business executives can be as well planned and assessed by doctors and business executives as by professors. Few members of any general faculty council have the experience to plan or judge excellence in continuing education. These kinds of education, it was stated, require designers and assessors of the highest ability and such men may not, and probably will not, be found in the ranks of university teachers. Nor is it accepted anymore, if it ever was, that the quality of university teaching is itself an absolute. Indeed there are many who now argue that the instruction offered in many programs of the arts and business and continuing education for the professions is superior in design and results to much found in university classrooms. This suggests that there exist genuine differences of opinion about the purposes and future directions of the Banff Centre. However, after talking with many respondents, the writer holds the opinion that instead of a situation in which persons concerned about the Banff Centre hold widely contrasting or conflicting views about the goals and objectives, there is, in fact, a considerable amount and degree of consensus, at least on the following points:

The Geographic Area is the Province and Beyond

The Banff Centre should serve institutions, organizations, and people from all parts of the province, not just the faculty and students of a single university. It is not inconsistent with this goal that, from time to time, the Centre should be the location for seminars, conferences, and study groups where participants are drawn from the entire western region, or nationally, or internationally.

Programs in the Arts should be Fostered

Because of its history, and the excellence of its facilities, the Centre should continue to feature programs in the arts, including the performing arts, recognizing of course, that the programs offered at Banff will need to be altered as universities and other institutions offering programs in the arts are developed in Alberta.

A Centre for Continuing Education

Because of its history and facilities and because of its direct relationships with many kinds of groups, the role of the Banff Centre as a residential home for many forms of continuing education should be maintained and enlarged.

Clientele

The Banff Centre should, as far as possible, welcome and offer facilities to all groups in the province that have an educational purpose and wish to come for an additional function. Among these many groups there will be a special place for the activities of the main institutions of post secondary and higher education in the province, for management training, and for the continuing education of the professions.

Experiment and Innovation

The Banff Centre should be a home for experiment and innovation in education, particularly for those activities that are designed to help people cope with new and emerging problems that face most members of the human family.

Excellence

In all activities at the Banff Centre an effort should be made to reach a standard of excellence, realizing of course that any activity must be assessed in relation to its specific goals and not by some artificial standard, or one designed for some other purpose. Staff should be selected who are capable of achieving these high objectives and a financial policy should be adopted that makes their realization possible. It is recognized by many that if the aim is high quality, such a goal may not be possible if the Centre is expected to be fully self-supporting.

The Centre operates on land within a national park, accepting certain agreements about policy and program that are explicitly stated in the lease. After reviewing this document, and holding some talks with personnel in the Parks Branch, it is our opinion that the notions summarized above about use and functions are not at variance with the terms of the present lease. However, this is a matter requiring further study. It is also our observation that the terms of the lease are restricting to a degree never before encountered by the writer respecting any other educational institution. At the appropriate time, efforts should be made to introduce more flexibility which would encourage the Centre to achieve the goals about which there will be agreement but under what will be changing circumstances in Canadian life.

We believe that the time has come to develop a statement of goals and objectives in which the above components are imbedded. When this is done, and we would advocate that it should be taken up at the first convenient opportunity, and certainly within a year, the main using groups in Alberta should be given the opportunity to discuss, offer suggestions, and give their general approval. It is becoming accepted as desirable that major matters of policy should be developed with the involvement of teachers, students, or participants, and we can think of no institution where this general principle should apply with greater benefit. We are convinced that in this way a strong statement will emerge that will have general support by all major groups. Such an achievement will be invaluable both for guidance in day-to-day decisions and in planning for the future.

IV OBSERVATION AND ASSESSMENT

We shall now review activities of the Banff Centre and associated questions of program administration. Our data have been obtained from records at the Centre, from information provided by those interviewed, or in specially prepared memoranda, along with information derived from centres elsewhere which is included here for purposes of comparison.

Program we will look at under three main headings - the arts, management education, and an assortment of items loosely included under the heading of continuing education. Under program administration we will consider, in particular, facilities, the "hotel operation," and some aspects of finance.

We would again caution the reader not to anticipate a full assessment of all of the programs of the Centre. What follows is a review of highlights, but in sufficient depth, we believe, to make some judgments about major issues of policy.

1. The Fine Arts, Music, and the Performing Arts

a) Fine Arts and Music

Listed under this heading are painting, singing and instrumental music, crafts, weaving and design, photography, and we have also included writing and journalism. These activities are all given during the Summer School which runs usually from the first of July until the middle of August. A few programs in the arts are also offered in winter, for residents of Banff and people in the Banff Centre. Many opinions were offered about the content and quality of the program of Fine Arts. While much commendation was heard, there were questions raised about the competence of some of the teachers in some of these fields. Staff members at Banff have been consulting with faculty members at the University of Calgary about recruiting suitable teachers. Of course, "suitable" can be judged only in relation to program objectives. It was not apparent to everyone who expressed a view that the Banff School attracts students with at least four kinds of objectives. While the goals that they bring, or that the School holds for them, may sometimes overlap, these goals are distinct enough so that teachers should be recruited and evaluation made in relation to each, using criteria applicable to each.

The four kinds of objectives are:

- to become an excellent artist in order to practice the art as a professional
- to become a superb teacher of the art (usually a teacher in the school system)

- to become more proficient in the art for personal expression and satisfaction
- to become more adequate in the art with reference to organizing and developing the art in the community.

When the program was first started, these four objectives were all held, but were not seen as distinct, either by the School officials, or by the individuals who registered. Moreover, since any opportunities for training in the Fine Arts were few, The Banff School served many purposes. There were then only a few commercial schools, classes provided by the Extension Department of the University of Alberta, classes at normal schools, and the Institute of Technology and Art, and instruction for children given in elementary and secondary schools. Respecting education in the arts, 1969 is markedly different from 1939. Each university now has a significant program in the Arts, SAIT has developed an Art School that is extremely well-equipped and staffed and many or most of the colleges and many of the secondary schools do offer or will offer programs in the daytime or at night. The university extension departments and the Cultural Development Branch offer programs in many parts of Alberta. Banff is now just one school among many, but because of its location it has a unique place and unique opportunity.

We will now consider some implications that arise because there are four kinds of objectives:

i) Many professional artists in the west obtained some or most of their training at Banff. Professional artists who studied at Banff are found in all parts of the continent and abroad. Increasingly, in the future, it is probable that students who intend to pursue a professional career in the arts will obtain much of their main education and training in the university or institute of technology. Here the education and training can be more sustained than is possible in summer, the instruction can be of high standard and the art student will be among other serious students of the arts having the same kinds of purposes that he has. For him some contact with a full university program of arts and science and becoming acquainted with students enrolled in such courses will also be beneficial. In addition to apprenticeship or university courses, students planning a professional career in the Arts might be attracted to Banff for special programs, at a high level, where they can meet unusual artists and art teachers. In other words, the Banff School may no longer be the primary place of education and training for the professional artist, just as it is not for the professional engineer, but it might become the main centre for his continuing education.

ii) Many teachers of the arts in Alberta schools have spent some time at Banff, both to develop their talents and to become more proficient as teachers. Increasingly this latter task may also be shifted, in part at least, to the university, faculties of education, and faculties of the arts, and to institutes of technology, all of which are situated close to where teacher preparation is carried on. However, since some of the summer courses in the Banff School may be taken for credit, with permission by the university, Banff may continue to provide some training for numbers of teachers for some time to come.

Some teachers of the arts have complained that they learned very little at Banff about how to teach. Since it was not claimed that the courses at Banff were organized explicitly to serve this objective, this complaint need not be taken too seriously. However, even if teachers do obtain much of their education and training as art teachers in other institutions, many of them may still want to come to the Banff School to deepen perceptions, develop their own means of expression, and meet many kinds of fellow students in the arts. Art programs at Banff, both in the summer and winter, could be planned with such needs in mind. For these art teachers, as well as other teachers, Banff could be a centre for continuing education in the arts.

iii) We believe that most of the "students" who will go to Banff, of any age, will do so in order to enlarge themselves as persons and to develop certain kinds of artistic expression. Such growth will happen in the company of other artists, and guided by excellent teachers. This general purpose is extremely important for individuals and for society yet many of those who comment on the arts fail to understand it. Some artists and some art critics speak derisively of "amateurs" and "Sunday painters" almost as if they were stealing or corrupting a sacred craft that must only be practiced by some artistic priesthood. One hears such expressions at cocktail parties of the Canada Council and some arts councils. One hears it about the Banff School. Such critics try to apply to students at Banff an assessment intended for professional artists. The process of helping men and women become enlarged and enlightened human beings through the arts requires instructional competence of high order. But the products are not necessarily masterpieces or commercial successes. There is an excellence concerning this objective but it is not defined and is not assessed precisely as is excellence for a professional artist. The range of such students can be expected to be much greater, a range in age and experience and talent. Providing for this need is a task that the Banff School seems to have performed well and it is a need that will expand in the future.

iv) In addition to personal growth, many of the students who have been to Banff have gone back to their home community determined to improve or transform. The record of extending the influence of Banff to hundreds of villages, towns, and cities is an admirable one but it is neither known or appreciated by everyone. The end result has been increased through the kind of community scholarship program that has been adopted - a program designed to obtain funds for students from community funds all over the province. As a by-product, there seems to emerge development of a sense of commitment to the community on the part of the art student who is aided to attend through the scholarships.

Such a commitment has been fostered further by the work of many Alberta communities by the Extension Department of the University of Alberta and by the Recreational and Cultural Development Branch. Indeed it is possible that much of this service can now be best provided by the Recreational and Cultural Development Branch through its summer schools and continuing programs. However by making residential facilities available in the winter to students under the Cultural Development Branch, this important goal might be facilitated. To the extent that community development in the arts is an important objective, it should be faced directly and planned for. Students should still be selected from many communities. Instruction or seminars should be offered concerning the organization of the arts in the community, perhaps in collaboration with extension departments and the Cultural Development Branch. Some instructors experienced and capable of working toward this objective should be sought, and perhaps their services shared with the Cultural Development Branch. Relationships with provincial artistic groups should be fostered.

As we will note in connection with theatre, a group of organizers and managers of the arts is needed. Everywhere in Canada, before and during the centennial celebrations, theatres, art centres, and museums were established. These facilities require able management and for the lack of it many such projects are facing disaster. As in other fields of work there is no substitute for experience, but in such a situation even some training does help.

When one assesses the work of the Banff School with respect to these four objectives, the record seems a good one. Some criticism has been voiced that objectives i) and ii) are not achieved as fully as possible and we have intimated that these objectives in the future may be served in large measure by other institutions. But the objectives iii) and iv) can be well served at Banff particularly if there is collaboration with the other institutions and with the Cultural Development Branch. Moreover, Banff can continue to be the place where are found unusual teachers, and the abode, from time to time, of such outstanding talents that all persons concerned with the arts will be stimulated. Because this last point is so important we will expand on it later.

Most of the comments made above about the Arts apply equally to music. Here, again, the talents for a professional career may be stimulated and encouraged at Banff but many prospective professional musicians will be trained in other institutions. Likewise, teachers will be trained in faculties of education and faculties of music. But students of all ages, and leaders from the communities may come to Banff to develop themselves and their capacities for community service. If this division of labour is followed, it may mean some shift in kinds of staff selected. Efforts should be made to obtain instructors of music who are not only sound musicians and music scholars but are also competent in achieving results in guiding students towards self development and community service. Again, cooperation with other institutions is important.

Respecting music there are also some special requirements. Some people have pointed out that facilities for practice are not as available at Banff as at many other music schools and camps. If the music side of the program is to advance there may need to be further development of practice rooms and chalets. With growing attention to the use in music of many kinds of electronic equipment some investment may be necessary in equipment and in trained personnel capable of dealing with such equipment. Some electronic teaching devices may also be required. We will comment further about this later.

b) Ballet, Theatre, and Opera: The Performing Arts

If the logic of our comments about purposes in art and music is accepted, should it not apply equally to the fields of ballet and theatre? In general it does and should. But there are differences.

For ballet, the Banff School has had an unusual and productive relationship with the Winnipeg Ballet Company that probably could not be offered anywhere else in the province. If the relationship continues to benefit the Winnipeg

Ballet, as it does the Banff School, then it should be maintained and in this field at least more attention might be given to preparing professional artists and teachers at the highest possible levels.

For drama, ballet, and opera, the Banff School is possessed of one of the most remarkable theatre complexes in the west. All summer long these facilities are used day and night. But having such a facility raises questions about its use beyond the summer season. The seating accommodation of the Harvie Theatre is 1,000. The theatre is therefore a valuable adjunct to activities of continuing education by providing seating for large groups. It also has the potential of offering programs on the arts to those who come for seminars and conferences. The theatre now makes possible training in stage craft, in theatre management, and the management of the arts. How the theatre can be used to complement and supplement the work of the University of Calgary, Southern Alberta Institute of Technology, and other institutions, is still being worked out. Consideration is also being given to how it might provide theatre or music or ballet to some of the permanent or tourist residents of Banff. Whether it might become a home for artistic companies is also a matter for the future. Our main point is, however, that the presence of the theatre complex provides both the opportunity and the obligation to use it effectively. This might result in the Banff School paying more attention to the preparation of the professional performing artist, or the managers of the performing arts.

We did hear some criticism that too much effort in the summer sessions is directed towards the festival performances, and that, because of the high quality of the productions, few of the younger students have any opportunity to obtain leading roles which are reserved for more experienced performers. There was no opportunity to assess fully such comments. In our opinion this and other questions should be reviewed each year, in terms of the objectives of the

School, and we will later have something to say about the mechanisms for such review.

Three Special Considerations:

We now wish to deal with three considerations that affect all of the arts:

i) Relationships. We have noted that when the Banff School began its work in 1933, it had few rivals but now there is an increasing number of institutions equipped, staffed, and capable of undertaking some of the same activities, and better able to provide certain kinds of experience. Such institutions are located closer to the larger centres of population where artists live and work, and students live and study; they can offer programs over sustained periods of time, and the training in the arts is offered in the context of academic or technological studies or professional education.

What is needed is a policy for the ARTS in Alberta and growing co-operation in the ways they are offered, as well as education and training associated with them. There is more than enough to do for all of the universities, the university extension programs, the institutes and colleges, community art councils, and the Recreation and Cultural Development Branch. If a coherent policy and program could obtain support, the unique facilities and opportunities of the Banff School can have maximum use. Both the program and the facilities of Banff can be used to complement and supplement work elsewhere, and the achievements of summer studies can be followed up. We hope and anticipate that such a coherent program is evolving; certainly this may be one important area for the investigation of the Commission on Educational Planning. One can quickly see many opportunities for collaboration. Examples that have been suggested are:

a) The stage at the University of Calgary complements the stage complex at the Banff School. Students at the University of Calgary can gain valuable experience, by performing plays at Banff as they have done recently and such performances can become an important cultural activity for residents of Banff. By exchange, students at the Banff School could also become familiar with the admirable properties of the stage at the University of Calgary.

b) Courses and seminars dealing with the organization and management of the arts that are now fostered by the university extension department and the Recreation and Cultural Development Branch might be offered at Banff at times other than summer with joint sponsorship by all interested agencies.

c) Students of any of the arts in the universities or technical institutes can go to Banff for a short intensive residential experience around some aspect of their work. In particular students of the performing arts can in this way have the opportunity to become familiar with and work in a notable theatre.

d) The University of Calgary now operates a summer festival; so does the Banff School. It is conceivable that other universities may also develop such summer projects. By joint planning, an exchange of artists and production could be arranged between these festivals as well as the elimination of conflict over performance dates.

e) Each summer a notable group of productions are mounted by the Summer School students at Banff. Might not some of these plays, opera, ballet, and musical performances, be carried on for an additional month or six weeks, as is now done at the Stratford Theatre, so that busloads of high school students from all over Alberta might come to Banff for a day or two to experience these fine productions, and hold seminars about them.

f) Some means should be devised so that those recruiting teachers for the arts in the Cultural Development Branch, Southern Alberta Institute of Technology, University of Calgary, and Banff, would consult together about appointments. Some staff members might teach in more than one institution.

g) To the extent that the Banff School has a resident staff in the arts, these men and women might be cross-appointed to the universities or institutes of the arts and thus contribute further to education in the arts at many places and at many levels.

ii) *Attracting Remarkable Talents*. We have noted before that people are and can be attracted to Banff. A number of people have suggested that attempts should be made, each year, to bring to Banff one or several of the greatest minds or creative spirits in the world. Such men and women, at certain points in their careers, need the opportunity to rest from heavy concentration of effort, or time to study or reflect, or the chance to finish a book, a poem, a play, a musical composition.

If there is a constant search for such persons, and some attention is given to providing a few apartment suites and a studio or two for their use, there might be in residence every winter some of the choicest spirits of our time. Some additional money might be needed but rarely is money the chief problem in attracting such persons. Their primary interest would be to have a few months, in the milieu of Banff, for their own study or creative needs. But each of them might also offer a seminar or two, not only at Banff itself, but in some of the universities or institutes or colleges of the province. The kinds of people that might be attracted need not and ought not to be limited to artistic fields. They might be specialists in environmental studies or international law, or pollution control, or city planning, or comparative religion, or physics. But many of them would be artists.

iii) *Infusing All Programs of Continuing Education with Artistic Experience*. In the mind of Senator Cameron there was never any conflict in having on the same site programs for the arts and continuing education. He felt that any course for business executives or wheat pool officials should make possible experience beyond business and agriculture. This philosophy has been implicit, if not explicit, in most of the developments of the institution.

However, such an infusion of artistic experience in all phases of continuing education does not happen inevitably. It must be planned for. Some observers comment that less now happens than had been expected and much less than is possible.

If there are to be artistic experiences as part of most seminars and conferences, at least one or more staff persons who can arrange for such experiences must be available. The admirable art collections may need to be organized for these purposes and musical, theatre, and other presentations planned. The talents of other universities and schools can be utilized; the conference participants at Banff provide an excellent audience for many such talents. Some of the finest seminars and conferences at Banff have featured the performance of young musicians but these experiences could be made more frequent and become as much a part of an experience at Banff as a walk in the mountains or a trip to the hot springs or the chairlift.

We have commented, and will comment later, about the need for additional facilities in the educational technologies. Many arrivals at Banff are surprised that artistic and other experiences are infrequently offered in their recorded form. We refer to long playing records of course, but also audio tapes, video tapes, EVR, sound cassettes, soon video cassettes as well, and slides, and motion pictures. It would be possible every day or night of a conference to have some program of films or music, or featuring great artists of all kinds, or the art generated in the Banff School, all recorded and available either for scheduled programming or special programming. Many conference organizers and participants speak of periods in their conferences when people are tired, or nights when they are bored with little to do. Such rich material, if programmed and organized, would serve many purposes in addition to exposing everyone who comes to Banff to an experience with the arts.

The Need for Some Additional Facilities

In our discussion of continuing education we will refer to critical comments about the inadequacy of certain kinds of educational aids and technology. But here we point out the lack of certain resources and certain facilities to sustain and reinforce a program in the arts. By this we mean, electronic equipment for presenting and recording music and the performing arts, and library material, books, journals, and all kinds of recordings of the arts. There is a cost to this which must be carefully reckoned, not so much a cost of materials though that is considerable, or small studios though these may also be necessary, but in people who are able to collect, organize, and program the materials. We have in mind no such library as would be organized at a university but one much more sharply focussed on performances of the arts recorded in all the effective ways now available. Any such library should, of course, have loan arrangements with other collections in Alberta and nationally so that the materials from major libraries would be accessible to teachers, performers, and serious students.

2. Management Education

The Banff School of Advanced Management is only one of the "users" of the facility. The Banff Centre was not planned, and is not staffed or organized primarily for management education. Yet the program known widely as BSAM has been so much a part of the Banff Centre in the years since 1952, and its reputation has developed to the point where many people identify management education as a major function of the Centre. It is true, as well, that in the Banff Centre for Continuing Education a well designed program of short courses in management is fostered. In 1969-70, for example, there are arranged:

Marketing Management course	2 weeks
Tax Seminar	3 days
Seminar for Real Estate Salesmen	1 week
Seminar for Presidents of Companies	4 days
Executive Development program - two courses of	8 days each
Sales Management course	4 days

Each of these activities is carefully planned, and features an outstanding staff as well as specially invited speakers. The courses are intensive and practical but they are also designed to help businessmen develop concepts and the ability to analyze and plan.

Many of the persons interviewed in this inquiry talked about the past and present of BSAM as well as the short courses. Some referred to the use of the Centre by certain corporations for management training. With one exception, the respondents favoured extensive use of Banff for management education. All of those who had attended a program of BSAM reported that the experience had been valuable to them. Some criticism was reported about the past year or two, on two counts: it was asserted that while many of the instructors are able, the teaching capacity of a few is not up to a high standard and one or two have had much less experience than the "students"; secondly, since after BSAM no additional educational experience is available for top executives, many of these businessmen are losing interest in the Banff Centre. Occasional references were made to the program of short courses which had interested a few. But, with the exception of the Tax Seminar, these were not reported as being of the level to hold the attention of most of the graduates of BSAM, numbering as they do some of the ablest businessmen in the west.

Some respondents also maintained that while some representatives of government and the professions have participated in the BSAM program, and while such a variation in experience has been a valuable part of the BSAM course, not enough has been planned for the continuing education of government administrators or such professional societies as law, medicine, teaching, or engineering. They referred to the extensive program of continuing education for the health sciences, engineering, and other professions at the University of British Columbia, the University of Alberta, and scores of other universities, and asked why it is that so few of these activities have been offered at Banff. Others pointed out that some of the most important seminars arranged by the Alberta Teachers Association in an extensive program of teacher development are now held at Banff.

Several men interviewed suggested that Banff is an ideal location for providing forms of "liberal education" or education in the humanities that some business executives and professional men wish to obtain. They point to the programs in the arts and suggest that even though the "curricula" of BSAM and the short courses are already crowded, some components of the arts might be introduced. The number of medical doctors who are exceptional artists and photographers was noted and a question was asked why such activities which seem so valuable for professional men and administrators could not be promoted through the Banff School. Just as important, they suggest, would be to develop comprehensive programs of "liberal education" for executives around the arts, theatre, economic, and social problems, political problems, science and geology, philosophy, and comparative religion. Such programs might be one way in which graduates of BSAM might continue to be involved with the Banff Centre. Moreover, these programs might as easily be made available for the wives of BSAM and other management participants. It was observed that while most of these programs would bear no academic credit, it might not be impossible to have some activities utilized towards university degrees for those who wished university credit and if one or more of the universities are interested.

Respecting the program of BSAM, it was pointed out that the programs in management education in the sponsoring universities are all under-going change. In some of them, the University of British Columbia for example, more courses at an advanced level are becoming available on the university campus. But it was noted that while such developments might be anticipated over the next decade, it would not affect all universities. It was argued that the Banff Centre should specialize in those aspects of management education that would not be offered in any participating university, in activities at a very high level, or around problems affecting all of the western provinces, or penetrating in depth respecting particular fields such as taxation. Some men felt that the more the universities are able to provide additional programs in their own campuses, the more the Banff Centre may be able to specialize and supplement and complement offerings at the universities.

Some mention was made of the forms of management training carried out at Banff by specific companies for their own employees. Not all respondents felt that such corporation activities should be encouraged at Banff. Some singled out such activities as an example of the kind of practice that may be defended as a source of revenue, but not on the grounds of educational excellence. If more rigorous tests are applied in accepting groups who come to Banff to hold conferences, this aspect of use will need to be scrutinized with care. However, other respondents did favour having the Banff facilities available for corporations that can carry out responsible programs of management development.

Some apprehension was expressed that if a single university were to obtain control over the operation of the Banff Centre, before long there might be a shift in the process of selecting candidates for courses which might then be limited to men and women possessing a university degree. According to these respondents, this would eliminate the possibility of serving some of the most able business executives in the province. Another fear was that, increasingly, the staff for these courses might be drawn from a single university, not as at present from many universities and from business itself.

Two questions of administration will need attention in the future. The first is the possible role of the Director of the Banff Centre on the Board of BSAM. If BSAM is to continue to be an important user of Banff, and management education is to be one of the major functions, it will be necessary to work out clearly the relationship between the Director and the management of BSAM. Perhaps the Director should have a recognized and permanent place on the Board of BSAM. Secondly, if the Banff Centre continues to be a part of the University of Calgary, it will be important to work out an appropriate relationship between the Faculty of Business Administration of the University of Calgary and the Board of BSAM.

The importance of continuing education for professional personnel is deemed so important that some observers have recommended that certain professional groups, the Alberta Teachers Association for example, should have direct representation on the Board of the Banff Centre.

3. Continuing Education

We shall give considerable attention to the functions of continuing education in addition to the references already made. We do so because this aspect of the program attracts by far the largest number of participants, and many of the suggestions for changes and improvements from those interviewed referred in particular to this function. Moreover, all over North America and other parts of the world there has been a phenomenal increase during the past two decades, in the numbers of such centres and in the use of them by many people, use particularly by those who must carry the main burdens or must make the main decisions for society.

During the inquiry the writer has consulted many of the more relevant studies of centres of continuing education (see appendix). He has also had the opportunity to talk with, or hear directly from, some of those in three countries who are contributing most to research and practice about continuing higher education. We will not report the rhetoric but simply make an allusion to these other centres when they seem applicable. However, we do wish to quote from one source, a recent study made for the Faculty and Administration of the University of Lethbridge, by Gordon Selman and Paul Sheats. We note it because it sets out succinctly some of the major reasons explaining the phenomenal growth of continuing higher education and because the authors are themselves foremost in university continuing education respectively in Canada and the United States.

> a) the knowledge explosion which is now occurring at a rate which precludes the termination of the university's responsibility for higher education at the point of graduation from the university with either an

undergraduate or graduate degree. Obsolescence within a few years for professionals, technicians, citizens, and parents seems assured without continuing education. It has been pointed out that we must live with the fact that as much knowledge has been discovered in the past decade as in the entire previous history of man.

b) the new knowledge being rapidly generated in our universities and colleges must be disseminated more widely and more rapidly, not only to improve the capabilities of individual citizens but to insure the application of research results to the solution of community and national problems.

c) the prospects of large increases in available leisure time due to automation and cybernation have particular implications for university adult education. If this "new age of leisure" is to lead to greater self-realization and personal growth, the contribution of the social sciences, the arts and the humanities, and the richness of the cultural heritage must be made more readily available by our universities to all who seek them. Our capacity to provide more leisure by the application of industrial technology to the production of goods is rapidly outrunning our capacity to make wise use of the time thereby gained.

d) there is growing awareness of the fact that even with the most efficient application of developing technology to the educational process, it is neither possible nor wise to rely upon the relatively brief period of formal schooling for transmission of needed knowledge. As Sir Richard Livingston has pointed out, we can no longer afford to . . . "act like people who try to give their children in a week all the food they require for a year. Some day . . . we shall . . . give everyone a chance of thinking about life when he is facing it and about its problems when he has to solve them. When that day comes, we will stop one of the chief sources of educational waste and inefficiency, and make the greatest advance in our history toward the creation of an educated democracy.

Experience has shown that universities with active and imaginative programs of continuing education receive, as well as give, educational benefits from this activity. For many of the social sciences the surrounding community provides opportunities for student field work and experience. Cultural events can enrich the climate of learning on the campus, as well as in the community. Continuing education programs can provide opportunities for experimental classes, new approaches to subject-matter, and interdisciplinary courses, many of which will lead to modification of traditional campus courses and to educational innovations which will be in complete harmony with the stated philosophy and goals of this new institution.

Some criteria for judging centres

The W. K. Kellogg Foundation has developed a number of criteria by which they have judged applications made to them for financial assistance in building new centres for continuing education. While not all of the criteria are applicable to Canada, they do illustrate some of the factors that are considered important.

- The extent to which specific plans have been formulated and extent to which the staff and faculties have been involved in planning.
- The procedures for evaluation of the educative processes.
- Training programs for staff members using the centre.
- The extent of planning of activities to follow up seminars and conferences.
- Space planning and the desirability of the site.
- Ability of the leadership - both board members and employed staff.
- Geographical coverage by the centre.
- Professions and other groups represented in the centre's program.
- Stability of the administration and analysis of financial operation.
- Impact of the centre on its community and publics.

"By-products"

Those interviewed during this inquiry were all concerned about continuing education and its future. Some of them referred, sometimes in emotional terms, to their personal experience at the Banff Centre. Not only had they obtained valued information and developed needed skills, but the "by-product" of their association with other course members was particularly significant to them. This seems to have been true particularly when other conference or course members are drawn from places, vocations, or disciplines that go beyond the experience of the participant. One officer of a national educational association attributes to the annual conferences in Banff the development of an esprit that has made possible many educational projects that cross over provincial boundaries. At the annual conferences of the Canadian Education Association it is easy to discern the men and women who have been to Banff; they are to be seen conversing together as friends and working together on project committees. Such experiences have been cited many times over and in a country like Canada they are of the utmost importance. Men and women who know each other well and have developed a basis of trust, can continue to work together by correspondence and in other ways, despite problems of geography, language barriers, political disharmony, and economic constraints.

Facilities and organization

In the main the reports about the facilities at the Centre, the housing arrangements and the helpfulness of the staff of the Centre, are favourable. One hears many commendations of individual efforts as well as the general excellence of the staff team.

There are criticisms. One director of a national educational agency wrote: "I have been lonelier on a Sunday before a conference started at Banff than anywhere in the world. The physical facilities are quite comfortable and all that, but the place is lacking in social amenities of any kind except those provided for themselves by individual conferences. The existing and future staff need some real in-service training so that they become part of the maintenance of a social atmosphere, now totally lacking. It is run like the most impersonal hotel, with none of the commercial facilities for relieving boredom and isolation."

This is quoted, not because it expresses the experience or views of all participants, indeed it does not, but because the suggestions implied should be taken seriously. Most of the changes and improvements that might be made seem to be those that can be achieved without heavy financial costs.

In another memorandum, prepared by a university official who attended and was responsible for more than a dozen conferences at Banff, the author refers to other difficulties:

> The very largeness of the operation has also detracted more and more in recent years from the use of the school as a place for learning, for reflection, for intensive study. Because of the complexity of the operation, because of the regimentation, because of the strictly fixed hours for dining, because of the difficulty in arranging meeting rooms when many groups are meeting at the same time, the whole idea of the school as a

retreat from the frantic pace of life has been lost. As a result, many organizations and agencies, the Department of Extension at the University of Alberta among them, are deliberately avoiding using the school and turning instead to motels, hotels, summer camps, etc., which though smaller and less well designed, have the distinct advantage of providing a sense of community. It would seem that the school is now in the unfortunate position of catering to those groups which want the kind of hotel facility which it now provides. It is possible that the school could be run in smaller units so that groups of 30 - 100 people could meet and retain some identity and not be merged into the convention-like atmosphere which exists when up to 1,000 people are meeting. It is perhaps ironic and sad that the existing facilities now determine the kind of use to which the school is put; from the educational point of view, it would be better if the educational purposes determined the nature of the facilities. This could still be done with some readjustment.

It is clear that the Banff School could serve these educational purposes only if it is freed of the responsibility of being largely self supporting. If it can afford to be more selective in the groups it accepts and if it can adapt facilities to serve these groups, it will need large financial subsidies.

All centres of continuing education face problems such as these. Frank Jessup, Director of Rewley House at Oxford, has described the notions on which his Centre operates: "In typical English fashion we have chosen to adopt century-old buildings rather than tear them down and erect new; and certainly in typical Oxford fashion the Centre is planned on a domestic, intimate scale with accommodation for about fifty resident students . . . . The social heart of the Centre is the common room, shared by students and faculty; and perhaps it is there that the richest educational experience occurs."

In analyzing the accolades, one seems to find the greatest approbation from groups of little experience in continuing education who did not expect much and were grateful, and also from the large experienced groups who knew what they wanted, designed a strong program themselves, and provided themselves with the logistical support that they required. An example of the latter experience is the "short course" held every year for Administrators in Public Education by the Canadian Education Association.

A brief analysis of the criticisms suggests that they come most often from groups that wish to have effective small group association and the flexibility of program that arises from group interaction, as well as other groups with professional leadership who may come without a complete course plan and lacking the needed support services for a good seminar or conference.

This much-too-scant assessment should be supplemented by a systematic effort to obtain information from all or most of the using groups concerning their suggestions for improvement. Such assessment should be made and such data obtained regularly.

Views received from participants, even though limited, and experiences gained from centres of continuing education elsewhere, constitute a sufficient foundation to make some general recommendations.

Selection of "Users"

We have earlier discussed the problem of selecting or giving some priority to "users" according to some educational principal. In the main, at the present, the staff follow a "first-come-first-served" policy. Senator Cameron has defended this policy as necessary to ensure that the facilities are fully used and so that all groups in Alberta feel that they will be welcomed. We have ourselves noted that most groups in Alberta do feel that they have a place at the Banff Centre and the value of this accomplishment cannot be dimmed by snorts of some critics that all the Banff Centre provides is a cheap hostel.

From our examination of other centres we have observed a number of attempts to establish priorities for the use of facilities established for continuing education. A priority guide developed for the Centre at the University of Chicago orders requests for use of the Centre as follows:

1. From the University of Chicago for conference meetings and short term courses which are under the direction and control of university faculty.
2. From organizations holding educational conferences in which the university faculty have an interest but are not necessarily involved.

3. From academic and professional organizations in which university faculty have an interest but are not necessarily involved.

4. From any not-for-profit agency, private or public, involved in residential educational programs which may interest the faculty of the university.

5. From any not-for-profit agency requesting facilities for meetings.

In addition to this list, space requirements are considered, and may be offered when available on short-term notice, to:

a) political, fraternal, ethnic, patriotic, labor, and other groups;

b) trade, business, and commercial organizations;

c) dinners, receptions, club meetings and similar events.

In practice the priority rating is applied to those organizations that book well in advance. This is done so that there is not excessive concentration of space by advance booking for the purposes of groups of low priority - e.g., a corporation using it monthly for staff development. If a priority rating is to be utilized effectively groups will be required to book well in advance, make certain guarantees, and make or accept decisions on "cut-off" dates. If space is not filled, it is common practice of other centres to make it available for short-term events and on short notice, in order of the time of application. A firm decision is needed about purposes for which the facilities will not be made available under any circumstances. The Centre might be used for a union school but not for organizing a strike, for a safety and pollution education program of a corporation but not for a sales campaign. By following such a plan it is not impossible to satisfy the main users who plan in advance, the wishes of many legitimate groups who may be considered of "lower priority" and, at the same time, earn considerable revenue. If this policy is supplemented by giving assistance to groups in planning their program it can work effectively in serving educational objectives.

Program staff

It is no criticism of the Banff Centre staff to point out that there is lacking what most other centres of continuing higher education provide - a number of highly trained program staff who can meet and work with the program officers, of all organizations that use the Centre, in advance and during a seminar or conference and in evaluating the experience. Such service is not possible under the present staff load, and perhaps not under the present financial policies. There are experienced staff officers at Banff, and most conference groups find them cooperative and helpful, but they have no time to provide consultation in any depth. In most other centres there now are found one or more conference officers, conference coordinators and program facilitators, who are available to assist groups that come for a conference in:

i) the development of problems, issues, or topics, to be considered.

ii) the design of the program format.

iii) the arrangement of a learning environment conducive to the study of the problems.

iv) evaluation of the program.

A considerable amount is now known about the kinds of personnel needed for assisting conference groups, the ways in which they can function, and their training. Moreover, having such personnel available makes it possible to continue to improve methods and techniques and equipment and carry out research about effective continuing education. It would have been both desirable and possible to accumulate considerable knowledge about various aspects of continuing education at Banff during the past decade, had staff members been available to design, carry out, or arrange for program evaluation and research. Even the systematic collection and dissemination of recorded evaluations, such as have been prepared following the CEA Short Courses, would be helpful to most other groups using the Centre.

We would not argue that every group needs professional assistance, and we are aware that some groups that may need it most are least likely to ask for help.

Groups of considerable maturity, or those that employ professional directors, such as the CEA Short Course, can provide sound conference design and staff their own program. However, it is precisely such groups that may best use the specialized talents of program personnel at Banff. Groups of little experience may soon become aware of the better results and increased member gratification that arises from receiving assistance in improving their program.

There is an evolution in this. The writer remembers the first labour school at Banff when the union officials had been obliged, as a condition of their holding the school in the Banff Centre, to use at least one university lecturer on labour relations. There had been much complaining about this "interference" but midway in the course, when a union official was asked for his opinion about how the course was going, replied ruefully, "The real trouble is that we are beginning to like the bastard!" In time the union educational committees, and most groups, develop experience and skill in planning their own activities. Yet the most experienced are usually those who most appreciate program assistance, particularly when last minute changes in program are required.

Some of the most important parts of an experience of continuing education are the by-products, arising from association and shared activities with other men and women. Additional program features are also possible. The Banff setting is ideal for outdoor sports of many kinds and for exposure to the remarkable natural phenomena found in the Park. Many participants at Banff come back glowing with their accounts of nature walks, mountain climbing, and talks and slides given by those knowledgeable about the Park. A program staff could ensure that what has been an exceptional experience for some is available to all. In the main, we are suggesting little that is novel but making available to all interested users the admirable experience that has been offered from time to time. In another place we comment upon the possibilities in the fine arts and performing arts for people who come to Banff. These need to be organized, recorded, or arranged on a time plan so that the interested participant, or his wife, may be able to partake. A program officer or officers are required to help organize such experiences. However, once organized, this responsibility can be carried without excessive expenditure of time. Moreover, many of the young people who are on the ground staff or the secretarial staff are armirable for assisting with such purposes. Elsewhere we have also alluded to the possibility, perhaps on schedule every single afternoon or night in the year, of providing experience in a recorded form, either programs especially selected for a particular group, or on a regular schedule. We refer to films, slides of the Park, or the Banff art collection, music and drama recordings, closed circuit or broadcast television, recordings of outstanding television programs or interviews with persons associated with Banff or with the interests of the particular group.

For a very small investment in a few program personnel, the further training of other personnel already at Banff, and with the organization and recording of a wide range of additional experiences, the kind of continuing education offered at Banff, so satisfying to many, can be deepened and broadened for all.

Facilities for program support

Most centres for continuing education have available, as a form of logistical support for all groups, a range of materials and facilities. This is a feature of the Quetico Centre in Ontario, and many residential centres in the United Kingdom. At the University of Chicago, the following are available for groups:

a public address system that connects with all meeting rooms and the dining areas

facilities for taping (audio and video) any activity in any conference area, or for playing back tapes

projectors: 8 mm., 16 mm. sound, "two-by-two" slide projectors, glass slide projectors, overhead projectors, opaque projectors, film strip projectors reproduction services: ditto, offset printing, thermofax, and collating, folding, stuffing envelopes and mailing

closed circuit and broadcast television

a publication service at the conclusion of the course or conference

a "graphics" service for signs, posters, wall newspapers, etc., during the course.

A small staff, trained to assist in these ways, but who also have other duties, is always available.

These services are available in Chicago where other facilities can also be found. But in Banff, which is somewhat remote, such services are much more needed. Many groups have commented that it has been difficult to bring all the "back-up" facilities they need, and even when they did, to arrange for their appropriate use in the meeting rooms at their disposal.

It would seem essential for the improvement of the quality of experience of many groups for the Banff Centre to have a well-designed, flexible complement of appropriate learning aids, and staff with sufficient training to operate, plan the use of, or service them. One is familiar with the complaint by many administrators that program groups may damage or mis-use such equipment. But there is considerable experience, in scores of educational institutions and residential centres, to show how such facilities can be planned, can be serviced, and can be administered for the benefit of all groups.

The costs of such a service, when spread over every group at the Centre, are not high. Some might be covered by a residence fee and others be charged for, according to use.

Some additional facilities

One might observe that the need for film projectors is so obvious that one need not comment about it. Yet not all educational institutions are yet equipped for the effective use of educational technologies.

If the Banff Centre is to be used for national and international meetings, it is equally imperative that facilities for language translation are provided. For two decades it has been obvious that any institution in Canada where national and international meetings are housed ought to have such facilities installed. Yet, incredible as it may seem, the newest convention hotels built in the last few years in Montreal not only lack booths and equipment for translation but are so designed that using temporary equipment is extremely difficult. The Banff Centre will need installed facilities, at least for English-French, and perhaps equipment for translation for up to four languages. It takes little imagination to predict that meetings will be held soon at Banff where the languages of Russian, Japanese, Chinese, German, and Italian may figure prominently, as well as English and French.

If the Banff Centre is to be used for language study, as Senator Cameron has recommended, his proposals for additional language aids will need to be considered seriously.

Many persons have suggested the need for small studios, darkrooms, etc., for creating programs and recording them in still pictures, motion pictures, sound tape, video tape, and television.

Many people have talked about the need for a library, not of books only, but of other recorded experiences, and the possibility of obtaining materials through library loan.

A few persons have stressed the need for a non-denominational chapel, not just for corporate worship, but for meditation and reflection.

Administration and finance

We are aware, of course, that providing greater flexibility of program, and offering a greater range of activities and experiences, puts a load on the administrative staff, requires some building modification, and raises questions about budget. However, none of the suggestions advanced so far go much beyond what is being offered now in some Centres. We would refer again to the accumulation of experience about both administration and finance to which reference is made in the bibliography. We have made the point, in more places than one, that a financial policy requiring the Centre to be almost totally self supporting, should be reviewed. The constraints in such a policy are obvious and may defeat the goals of the Centre. If the experiences at Banff are significant, they should be made as meaningful as possible, and appropriate ways to finance them should be employed. However, the above proposals for increased staff and facilities need not add significantly to the total cost. As far as personnel are concerned, some additional training and the expectation that staff members will assume new responsibilities, may release unused intellectual capacities and skills.

Program ideas

Much has been said about facilities, leadership and finances. But the most important questions are about the kind of educational experiences to be provided.

Many valuable suggestions have been offered. They range along a continuum from the most personal kinds of experience to public affairs of widest latitude. Those, such as Dr. G. C. Andrew, who have been pressing for national educational programs in public affairs, have advocated the use of centres such as Banff for provincial and national and international seminars. Those who urge that the Centre invite great artists and renowned scholars to Banff believe that programs of depth and resonance will arise as people come to listen to and converse with such visitors. Some think of the Centre as a laboratory where may be studied group processes, or as a temporary home for interdisciplinary teams carrying on research into human problems. Some advocate it as a place where an individual may come to learn what seems to him to be urgent, aided with devices for individualized study now available. Some have advocated the Centre as a place where families might congregate to study together, or people from the most varied backgrounds.

We cannot begin to inventory all of the program suggestions offered, but we can illustrate the range with a few examples:

a) Credit bearing activities. Some of the activities offered at the Banff School of Fine Arts are accepted for credit at the University of Alberta or the University of Calgary. Approximately one hundred students obtain some credit during the summers. It is probable that all of the universities in Alberta may want to offer some credit activities at Banff or make available experiences that for some participants will result in credit. There has been no difficulty about such programs nor does the prospect of some increase in frequency or enrolment seem to create problems for the future. Naturally, any such offering would be approved and supervised by the university giving the credit.

b) Other program ideas:

  i) Utilize the Banff setting for research and seminars respecting Park use, outdoor sports, engagement in the arts and other factors that may be of value in relation to leisure.

  ii) Take advantage of the unique collections associated with the Glenbow Foundation and utilize the Banff Centre as the residence for individuals and small groups that, over a few weeks will work together to produce materials for Canadian studies.

  iii) "A new educational experience, a 'holiday university' where at certain times of the year (Christmas, or Easter, or late summer) people could come along with their families, to take part in a well designed learning experience supported by social and recreational events. The theme of such seminars could be current events or could be drawn from appropriate and relevant material in the humanities. There is ample evidence that many people are becoming fed up with the usual kind of family holiday consisting of an exhausting trip to some resort a thousand miles away where there is little to do that is intellectually or aesthetically stimulating. If satisfying learning experiences could be provided for individuals and/or families at the Banff School, this could be the beginning of a very distinctive contribution by the school to a new kind of learning."

  iv) Use the Banff Centre as the residence for inter-disciplinary teams conducting research for the Human Resources Research Council of Alberta, or any other research institution, university, government, or for research teams connected with inter-governmental organizations such as UNESCO.

v) Develop studies in the arts and sciences, either for university credit, or more likely not, for the graduates of all of the universities of Alberta. These might be organized for group or class use or for individualized instruction, using language laboratories, recordings of all kinds, programmed texts, and so forth. A special university program in the humanities for mature students might be offered in this way, as is done in the Centre for Continuing Education at Oklahoma.

vi) Use the Banff Centre as the location for research by international teams of scholars working on problems of the developing nations. Use the Centre as a remote headquarters for the Canadian International Development Research Agency, and for the high level conferences and study groups that are needed when such research is first reported.

These are perhaps the most obvious and immediate kinds of programs to be considered, although the writer has made no attempt to evaluate them. Other suggestions ranged from the meetings in which a few people explore philosophical or spiritual matters in depth, to national and international congresses on every conceivable subject.

Of program ideas there is no lack. What will be needed for the use of board and staff will be an inventory or survey of possible program ideas and careful analysis of the probable participants, the possible outcomes, and the likely costs. As well as an improvement in the immediate programs now taking place, the investigation of future programs should be continuous and systematic.

4. Program Administration

Assessment of Facilities

Location. Comment has already been made about the reputation, the "mystique" of Banff. Many people welcome the opportunity to spend some time there. However, the location is in a corner of the province and for some Albertans unless the duration of the activity is of two or more days, the time and money for travel to Banff is more than they are able or willing to expend. While costs of room and meals are modest, what is modest for one person is dear for another. Some students cannot now go to Banff without subsidy. It is to be expected that other residential educational facilities will be used increasingly. Now residences may soon be built, in or near several cities in Alberta, by commercial organizations or as part of universities or colleges, that will serve many short term conference purposes. The Banff Centre will serve most often those who live comparatively close or for activities lasting more than a day.

While Banff is not central for provincial affairs, for western regional, or national or international conferences, its location is admirable. It is situated just a few hours away from the major eastern centres of population in Canada and the United States. The highway from the International Airport in Calgary is now much improved and it is probable that air service to the gate of the Park and perhaps helicopter service to the site itself will come soon. Whatever happens to railway service, the probable changes in transportation patterns seem likely to bring about increasing use, not lessened use. Elsewhere we mention the significance of Banff being now or later astride such communication systems as telephone, micro-wave networks, and cable systems, by which data will flow and which, before many years, can put the Centre in direct touch with the chief libraries and data banks on the continent.

Quality of Facilities. Most of those interviewed consider the residence facilities of the School are good but not luxurious. Obviously, they serve some purposes better than others. One university extension officer who has organized many conferences at Banff is extremely critical of the facilities for use other than by large groups.

Others who plan activities for relatively small groups which are based upon the interaction of people living together have also been somewhat critical about the size of the whole institution. However, a home-like small group atmosphere and experience could be provided inside one of the residences with building readjustments and changes in arrangements for meals. Those who are experienced in planning dining facilities have informed us that without great cost what they term the barrack-like style of the main dining room could be replaced by many smaller group dining areas somewhat like the plan at the students' building of the University of Calgary. Moreover, if and when there are new capital developments, it may be possible to add relatively self-contained residential units to be used for smaller groups. Other Centres of Continuing Education, for example at the University of Oklahoma, have been very successful in creating rather intimate environments for small groups within a centre designed for multi-purpose use.

Future developments on the site will be limited by agreement with Park authorities. However, one observer has pointed out the possibility of locating on the Banff site buildings as semi-autonomous units that would be financed and maintained by interested institutions and organizations. For example, the University of Lethbridge might erect a building specifically for its particular purposes of continuing education, taking advantage of certain common services offered by the central institution and making its facilities available for common purposes when not otherwise required. The Canadian Government might erect a small residential unit for study of the parks as centres for leisure or for training pereonnel to serve in developing countries abroad. Many universities now house on their campuses research centres, or special institutes, or denominational colleges, institutions that are within the orbit of higher education but maintain a certain financial and program autonomy. One could readily see a project such as the Banff School of Advanced Management operating in such special quarters. Of course any such development would have to be approved by the central policy body, and would need to be such that it could be properly accommodated under terms of the lease.

Finance. The story of how the Banff Centre facilities have been financed, in what Senator Cameron has himself described as a "panhandler's progress" is a fascinating one. In our comments on organization later we will make the point that the Centre should operate under an administrative structure that can continue to attract capital, as well as scholarship and maintenance grants from governments, foundations, corporations, professional societies and individuals.

Many observers commend the record of the School in being almost self-supporting. For many years when the School was part of the University of Alberta the annual subvention was $5,000 a year; later it was increased to $20,000. In the years since 1966 the University of Calgary has received a grant of $50,000 a year from the Provincial Government that is earmarked for and transferred to the Banff account, but not fully used. The University of Calgary has also contributed services (such as accounting) and the time of faculty members for which no cost accounting has been conducted.

The amount of regular subsidy during the past five years has varied from 2% to 5% of the total annual budget. From one point of view this is an impressive record. The writer knows of no other educational institution that has been able to come so close to total self-support. Meanwhile we know that "earnings" have also gone into capital development.

But perhaps this record is "too good." Why should the Banff Centre be required to earn so much of its support? And what has been the "real" cost of such a financial plan, a cost measured in activities that are not up to the highest possible educational standard?

If the Centre will be expected in the future, as it has in the past, to raise 95% or more of its revenue, then it must continue to open its doors to many organizations that can pay well. However, if there is a serious intention to limit the use of facilities to groups for functions that will satisfy educational criteria, as many have suggested should be done, this objective may be difficult or impossible to accomplish without some additional subsidy. It seems probable,however,that with a slight increase in subsidy, no more than from 5% to 15%, reasonably exacting standards of group selection and program quality, based on education criteria, can be developed and maintained. In our opinion, such additional funds should be used for program consultants and educational materials to ensure that every experience in the Centre would be of the highest quality possible. We believe that a relatively small amount, invested in this way, will increase the "educational return" on the whole investment.

The "hotel operation."

One hears a lively discussion about what is usually termed the "hotel operation" at the Banff Centre. Everyone realizes that this phase of the operation has produced revenue which has supported not only program but provided capital for development. However there has been considerable criticism of this phase of the operation, particularly from university personnel. It is alleged that many groups have used the Banff School for purposes that cannot, without stretching, be described as educational. Offering facilities for such groups, these critics maintain, is not the responsibility, or is beneath the dignity, of a university; it should not occur on Park lands or facilities provided for an educational purpose, and such a policy antagonizes hotel and motel keepers who consider it unfair competition.

Yet, on the other hand, some have pointed with pride, as noted above, that the Centre has an enviable record of making its facilities available to many or all groups in Alberta and that any group can and does feel at home at the Banff School. While there has been inadequate time to investigate every aspect of this argument, a number of facts are clear:

1. A great majority of the groups who now come to the Banff Centre do so for functions that can be fairly described as educational. (A brief statistical summary is in the appendix.) Some further analysis of the data about use is necessary, and should be made once or twice a year. But the charge that most groups come to the Centre for recreation, or for business-promotion purposes does not stand up to scrutiny. It is true that many of the activities have little or nothing to do with the University of Calgary, or any other university.

2. The writer has talked with some hotel personnel in Banff. It is true that there has been criticism of the School for offering residence and meals to visitors to Banff. However, the School staff have a record of advising organizations that have very large memberships to go to hotels and motels that can handle their business. Moreover many hotel personnel realize that some groups that will come to the Banff Centre would not otherwise be in Banff at all and are by their presence contributing to the general economy of the town.

   Any educational institution that has some commercial features that may, in part, compete with commercial interests, is bound to encounter some criticism. This is not unknown, of course, concerning activities on university campuses in many cities in Canada. However, with good administration, and regular communication with the commercial interests, this tension can be overcome, or lived with, as seems to be happening at the Banff Centre.

3. This is not to endorse out-of-hand a policy of accepting any group on a "first-come-first-served" basis. There is considerable weight to the argument that when a facility is located on Park land, supported by public funds and private donations given for educational purposes, that the facilities should be used primarily for educational purposes. It should be possible to design educational criteria which would allow the staff and board to accept those organizations who wish to come to Banff primarily for educational purposes.

Most of the university centres for continuing education in the United States have developed such criteria. However, as the writer has discovered, in the case of several of these centres, the need to keep the rooms occupied and earn sufficient income, has resulted in a flexible application of the criteria. The Director of the Centre for Continuing Education at the University of Chicago told the writer recently that while they have a carefully worked out set of criteria which they apply to major and long range bookings, he really does operate with respect to short term requests and when space is available, on a "first-come-first-served" basis. This is also true of several other university centres of continuing education.

It is interesting to review university faculty criticism of these "hotel" functions. In many cases in the United States, in England, and in two cases of centres in Canada catering to university conferences, criticisms of the "hotel" function have been noticeable in the early stages but seem to diminish, if not disappear, after a few years as university faculty themselves take part and begin to understand better the problems of offering facilities for continuing education. It was a professor of history at the University of Chicago who a few weeks ago asked the writer: "Is there anything wrong with philosophers and real estate appraisers being under the same roof?"

We still believe that a reasonable balance can be maintained, that groups who do wish to carry out educational activities should receive priority. But we have noted earlier that if the staff are to operate with such a policy there will need to be an increase in subsidy for the total operation.

V AUSPICES, ORGANIZATION, AND ADMINISTRATION

The Chairman of a Canadian Royal Commission on Broadcasting once remarked: "We are concerned about programs; everything else, the law, finance, licenses, etc., are just housekeeping." So it is with an educational centre. The President of the University of Calgary said recently: "The justification . . . is people - many people; those who come to teach and those who come to learn, those who generate the plans and those who put the plans into action, those who come to perform and those who come to enjoy. They are all alive and well and flourishing at Banff." Yet not much can be considered, planned, or provided by and for people until there is clarity about goals, and equal clarity about auspices and administrative relationships.

The latter question poses the most puzzling problem, respecting the Banff Centre. When it is settled, with the consensus that seems to obtain respecting goals, and granted a staff capable of carrying out the objectives, most of the decisions about program can be taken in stride.

Because of the importance of this issue, and the variety of opinions that are heard, we shall deal with it in considerable detail. We apologize for the length of this review but many of the questions to be considered are relevant beyond this immediate inquiry and rarely, if ever, have they been thoroughly discussed. Before examining the alternative possibilities it may be well to review some facts of history and some factors that need to be considered in any organizational plan. To bring together the most salient factors will require some repetition.

Review of Organizational Relationships

i) Extension Department, University of Alberta. The first "Experimental School in the Arts Related to Theatre" was organized, financed, and administered by the Extension Department of the University of Alberta - 1933 to 1935 inclusive.

ii) Association of the Extension Department, University of Alberta with the Provincial Institute of Technology and Art (now SAIT) 1936 to 1940 inclusive.

iii) University of Alberta. From 1941 until 1965 inclusive the project was sponsored by the University of Alberta. Until 1950, the Centre was an integral part of the Department of Extension. In that year it became a separate entity but with the Director reporting to the Board of Governors through the President.

iv) University of Calgary. From 1966 until the present the Banff Centre has operated under the University of Calgary.

Factors to be considered in any organizational plan

i) Interest of the National and Historic Parks Branch and the Federal Government. When the National Parks Branch made land available to the Banff School of Fine Arts in 1946, and later in 1967 when the lease for the property was drafted, it was clearly understood that the land would be used for certain kinds of educational purposes and that the facilities would be widely accessible to people from all parts of Alberta and beyond.

ii) Interests of the Donors.

a) Grants made to the Banff School from public authorities have been for specific purposes: Capital development, scholarships and program. Granting agencies such as the Canada Council and the Government of Alberta expect that all facilities will be used for the benefit of people in the province although no special restrictions respecting use have been registered.

b) Many individuals and organizations have made substantial gifts to the School for capital purposes. Such donations do not carry any legal obligation that the facility or program will be for specified purposes, or operate only under a specified form of management. Yet, as in all such cases, a moral obligation was assumed which must be considered along with other relevant factors.

iii) Relationship to Universities. The Banff Centre started as an activity of one University. It has been the intention of all those connected with the Centre that University connections be maintained. The view has been expressed, over and over again, that if a close association with universities is severed, that the reputation of the School, the high quality of its program, and some opportunities for obtaining financial support will all diminish. Only two of the persons interviewed expressed a contrary opinion; they advocated an association with the colleges instead. Three others argued that the association of the universities with an experimental, innovative Centre is important for the sake of the universities.

Many questions did arise about how these relationships should be carried out and some of the views expressed will be considered in detail. Senator Cameron and his associates had earlier raised the possibility of the Centre being chartered as a separate university. In a memorandum written in 1966 he urged that the Centre have a board on which all universities in Alberta be represented. It is his view today that this will ultimately be the best plan although he has expressed approval, at least as an interim measure, for a direct association with the University of Calgary if the other universities are represented on a policy committee.

Most of the representatives of the University of Calgary with whom the writer has discussed the matter affirm that the best guarantee of a university connection, and of sound administration, is to maintain and strengthen the organic relationships with that University.

Other persons interviewed have urged that there should be an organizational plan by which all universities in Alberta have a direct and continuing relationship. Otherwise, they maintain, other universities will lose interest. Some go further; they predict that if the Banff Centre is administered as just another department of any university, it will soon suffer the fate that happens to many off-campus projects - lack of attention, lack of resources and an eventual slide to mediocrity.

Despite these differences of view, there does seem to be almost complete agreement that the mutually valuable interests of the Banff Centre with the universities of Alberta be maintained and assured.

iv) Examples of universities sharing responsibility.

It is worth noting, at this juncture, that an increasing number of examples can be found where institutions of higher learning have been brought into some complex kind of association around common interests and common projects for which the resources of each are shared. We would hypothesize that in the future there will be many more such innovations as problems and activities become enormous and complicated and many interests are involved and inter-twined. We will illustrate what is happening with four examples in this realm of multi-university co-operation.

a) Educational Television. In the United States there are more than a score of educational television stations that operate through a "partnership" involving several universities and other educational authorities. In some cases the station is owned and operated jointly by these educational "partners"; in other cases, the ownership is vested in an independent board and the universities co-operate on the Board and in management and program committees. Several of these operations seem to be viable. Channel Two in Boston has on its board representatives from several universities, museums and other educational institutions: its record for effective educational broadcasting is impressive.

b) Scientific Research Establishments. A number of projects have arisen around such problems as developing peaceful uses of atomic energy where the capital equipment may total scores of millions of dollars and the resources of scientific personnel are so considerable that several universities, not just one university, share in its policy and program. In some cases there is a "primary contractor"; one university that takes major responsibility for administration, maintenance of the facility, operating the central administration, with other associated universities "contracting" for certain aspects of the program, under policies approved by all and governed by a board on which all are represented. In other cases an "educational consortium" has been created and the universities jointly own and administer a common project. In most of the cases that the writer has learned about, the top research scientist or director of the project is cross-appointed to the faculty of one of the universities so that he maintains his scholarly position and his continuing relationships with academic colleagues.

c) University Contracts in Technical Assistance. There are now many cases from several countries of a group of universities acting together in a technical assistance project overseas. Sometimes the administrative technique of a "primary contractor" is utilized. In some cases there is a form of consortium.

d) New England Centre for Continuing Education. In 1965 the writer served as one of several consultants to a board which has established the New England Centre for Continuing Education. This Centre is "owned" and managed by a board that is appointed by and responsible to major universities in the six States of Vermont, New Hampshire, Maine, Massachusetts, Rhode Island and Connecticut. The physical property is on parkland on the edge of the campus of the University of New Hampshire. The Director of the Centre writes: "What we are attempting is new. Cooperation between six State universities, making mutual financial contributions to a joint regional continuing education effort is something that has never been attempted before." As might be anticipated, certain problems have arisen in working out a strong administration and program with so many "partners", each with separate interests and spread over such a large and populous territory. However the Director and the Chairman of the Board have informed the writer that the project is working well and they are optimistic about the future.

In Alberta, the notion that an activity related to more than one university could be administered in any effective way has been dismissed as impossible. But is this so? The examples of similar efforts do not bear out such pessimism.

v) Involvement of other institutions. Many respondents made the case that other educational interests in the province should also be involved in policy and program decisions of the Centre. They refer to the early association with the Provincial Institute of Technology and Art and propose a continuing association with SAIT and NAIT. Others have pointed to the value of associations with the rapidly growing group of colleges (the "public" colleges and the agricultural and vocational colleges) and the interests that the students and the graduates of these institutions will have in the program at Banff. It has also been argued that the concerns for continuing education, not only of the professional schools but of such professional societies as medicine, engineering, architecture and teaching should be directly represented in some significant way. All departments of the Provincial Government have programs of staff development and many of them have other interests and programs of continuing education. And so have a score of major organizations in the province - churches, co-operatives and labour unions, just to name three.

If the Banff School of Advanced Management is to continue to be a major "user" of the property, there may need to be some formal relationship between the Board of the Banff Centre and the Board of BSAM.

There is little merit in the acceptance of over-simple notions of "participatory" management or the attempt to involve all of these multitudinous interests in policy-making and program development. Such an act might result in chaos and near-paralysis. Yet these interests are significant, and these organizations can bring experience and support for the advancement of the Banff Centre.

vi) The "Constituency". A number of respondents expressed deep concern that an organic relationship with a single university was likely or certain to result in the Banff Centre becoming, increasingly, an expression of the internal concerns or the academic interests of a single university. They meant no criticism of the work of the University of Calgary but they reiterated that the Banff Centre ought to be maintained as a centre serving the entire province, the western region, and for some purposes, national and international seminars and conferences.

There seems not to be a serious issue here. No voice was raised at the University of Calgary or elsewhere, to argue that the Banff Centre should not open its doors to users beyond the Calgary area, or not welcome opportunities to serve as the focus for activities drawing participants from outside the province. Representatives of the University of Calgary all affirmed that the Centre should draw its users from a wide horizon; however many did express concern about whether present activities are of "university quality".

Any sound organizational plan must take into account the probable use of the Banff Centre for groups coming from any part of the province, and for activities that may draw participants from everywhere.

vii) Access to Financial Support for Capital and Program. Any educational institution, but particularly one that is unique in structure, and serves developing, pioneering purposes, will require accessibility to all possible means of financial support. This is true particularly of an insritution that may be expected to be largely self-supporting.

Possible sources of support for the Banff Centre for capital, scholarships, and program include :

- grants from departments and agencies of the provincial government
- grants from departments and agencies of the federal government
- The Canada Council
- Alberta Universities Commission
- support from natural resources (mineral, lands, etc.)
- foundations, in Canada and elsewhere
- private donors, organizations and individuals
- various fellowship and scholarship programs
- intergovernmental organizations, such as UNESCO
- foreign governments resident in Canada.

An organizational plan can affect materially whether some funds are available or not. For example, unless a Centre can be considered eligible as an educational institution under the federal "Charitable Gifts" regulations, many sources of funds are cut off. Most foundations will not, as a rule, make gifts to government departments or bureaus. If certain grants designated for scholarships, research or capital for higher education are to be secured, the organizational structure must clearly associate the Centre with colleges or universities. A Centre that is part of a larger institution also seeking funds may fall into the position of competing with the larger institution for funds, or lose its freedom to explore and initiate.

A sound organizational plan will make it possible for maximum flexibility in obtaining funds from the widest number of sources possible. It will maximize the involvement, participation in planning and the acceptance of responsibility of the main agencies and institutions in Alberta that are concerned with the Banff Centre.

viii) The Model for the Banff Centre will have to be innovated. These days there is great interest in various kinds of administrative and economic models. It may be useful to consider what possible administrative models might have some application to the Banff Centre. Yet, for reasons given earlier, it seems probable that innovation rather than adaptation may have to be practiced.

C. O. Houle of the University of Chicago has suggested that a university centre for continuing education has something in common with a university hospital. It is alike in complexity of functions and Houle refers to three other respects: the university hospital must heal, it must train practitioners in the health sciences at many levels and it must be a laboratory for research about learning. He argues, therefore, that no over-simple organizational model will serve.

In some universities where there are centres of continuing education the centre becomes, on the organizational chart, another university department or division, presided over by a dean, or a man who holds the status of a dean. (The present proposal of the University of Calgary for the Banff Centre is along these lines). However, it should be noted that in every centre the writer has observed, while the responsible board for the centre operates within policy lines that have been established by agreement, the board is in fact responsible for making all decisions about program and staff. The board reports annually to the university, there is consultation about staff when cross-appointments are made, there are committees which review policies on which university faculty are represented, there is consultation about finance particularly when grants are sought outside the university. But the board is expected to act responsibly and its work is not subjected to internal university scrutiny. In the case of the New England Centre, which is related to several universities, the Board is independent and subservient to none, although in practice the centre staff do receive considerable assistance from the faculty of the University of New Hampshire located close at hand.

The position of some of these centres is similar to what commonly used to obtain for most departments of university extension or continuing education. However, increasingly in the United States, departments of university extension are headed by a vice-president instead of a dean, and report directly to the President. This shift has also occurred in the United States with respect to several centres for continuing education although none are as complex as the Banff Centre is. It has always been Senator Cameron's recommendation that the Banff Centre should be headed by a person who is, in effect or in name, a vice-president.

We have referred earlier to examples where a number of universities operate together in a common project. Features of these models are a Board which is responsible for policy program and staff on which all institutions have equal voice, and a director who has a cross-appointment with one of the universities. The models differ in some respects, for example, whether there is an independent legal authority, or the means by which reporting to each of the universities is arranged, or whether there is a consortium of "equals", or one of the universities assumes the responsibility of "primary contractor". Some respondents have drawn our attention to the model of the Banff School of Advanced Management, in which universities in four provinces have been associated.

Keeping these factors in mind, we will now review some alternative forms of organization for the Banff Centre.

Alternate Plans and Auspices

Based on observation, and on proposals advanced by those interviewed, it is possible to conceive of a number of alternative auspices for the Banff Centre:

A. A Centre operated through and Responsible to the Department of Education

It is conceivable that the Banff Centre could be operated under the supervision and be sustained by funds obtained from the Government of Alberta, probably related in some way to the Department of Education. There are at least three possible forms:

1. As a program facility of the Deparīment, financed and staffed and by personnel of the Department.
2. As a form of crown corporation with an appointed Board that would report to the Legislative Assembly through one of the Ministers (probably the Minister of Education) and would have authority to hire staff and proceed with the work.
3. As a main administrative headquarters of the Department of Education for co-ordinating the work of post-secondary and adult education in the province. Presumably this function of achieving coordination would be carried out under some Commission charged with coordination.

B. A Centre related in some organic way to a university or universities.

4. With the University of Alberta.
5. With the University of Calgary.
6. With a "consortium" of universities.

C. A Centre related organically to the colleges.

7. The Centre might be chartered as one of the colleges, specializing in some field such as fine arts.

8. The Centre might provide certain conference and other services to the colleges and perhaps come directly under the Alberta Colleges Commission.

D. A Separate Authority.

9. The Centre might be owned, financed and operated by a trust composed of private individuals, who would assume full responsibility.

10. The Centre might have its own charter as a separate university or institution, under the Alberta Universities Commission.

The possibilities, while distinct, are not all mutually exclusive. They are all worth some scrutiny and the central question is how well would the purposes and function of the Banff Centre be fostered under these alternative arrangements. We shall now review some of the implications.

1. A program facility of the Department of Education. It should be pointed out that no persons associated with the Department of Education made this proposal although it was voiced by two respondents and interesting parallels exist in the United States and the United Kingdom. However, it is our opinion that this alternative can be dismissed. It seems improbable that the Government of Alberta or the Department would wish to take on this task in the light of all other responsibilities. The Department is not at present well staffed to operate such a centre. Moreover, any such centre, no matter how well run, inevitably involves the Government in criticism over such matters as housing arrangements, behaviour of staff and students, and around expressions of opinion that may be advanced, and legitimately advanced, in any centre for education.

2. A "Crown Corporation". This is a possible alternative and because of the variety of functions at Banff one not without some interest. However, if

there is to be an independent authority it is probable that one designated as a college or a university would be better conceived for an educational centre than is the model of the "crown corporation."

3. As a Headquarters for Co-ordination. In the process of the enquiry it has become abundantly clear that coordination of adult and post-secondary education is needed in Alberta. Perhaps part of the process of achieving coordination can be carried out by staff who are resident at Banff and, if so, this might be an activity of the Banff Centre under any sound administrative plan. However the main actions in achieving coordination cannot take place at Banff. They must happen in the large towns and cities, they can occur only as the result of good working relationships in the field between the institutions and individuals involved. Since there are already in Edmonton the Department of Education, the Alberta Universities Commission, the Alberta Colleges Commission, the Commission on Educational Planning, the Recreation and Cultural Development Branch, and the Extension Department of the University of Alberta, an important part of the task of co-ordination must take place in Edmonton. A somewhat similar point can be made about Calgary. The process for co-ordination must be worked out but a location at Banff seems less than ideal as the headquarters for it to happen.

4. As an organic part of the University of Alberta. Such a plan did operate for many years. For various reasons, it was agreed that this special relationship should be discontinued. Nothing that has come to light in the enquiry suggests that the former relationship should be resumed and no official at the University of Alberta, or anyone else, has advocated such a plan.

5. As an organic part of the University of Calgary. This is the relationship that prevails at the moment and we will reserve discussion until later. Obviously this is one of the alternatives that must be considered.

6. An organic relationship with all of the universities of Alberta. This solution has some merits and we have noted that there is a parallel for such a plan in the New England Centre of Continuing Education which is owned, governed and operated by the main universities in a region covering six states.

Two objections have been advanced regarding such a solution. It is argued, first, that it will be difficult to work out an appropriate policy and management structure and ensure that universities will accept joint responsibility for providing financial, personnel and logistical support, and for collaboration in a common enterprise. About this we remain unconvinced. We acknowledge that the complexities of relationships make certain difficulties inevitable. But there are complexities within a single university of a scale that also creates difficulties. From our examination of the record of other projects that are managed in common by several universities we are satisfied that it can be done and we believe that increasingly projects of major dimension will be managed in some such way. Moreover it has been observed that, despite its weaknesses, the Banff School of Advanced Management has demonstrated that responsible behaviour can be obtained by a combination of universities around a common project. A second objection is that there are interests other than universities in the province that have considerable claim to participation in policy making and program, including at least the Department of Education, possibly other departments of government, the colleges, and major professions. It is not impossible, of course, to involve these other interests in a policy board associated with a university, but their full engagement might come about more appropriately in some form of independent board which we will discuss under 10 below.

7. The Centre chartered as a college. There seems to be little enthusiasm, at lease at present for chartering the Banff Centre as a college. Senator Cameron has suggested this on more than one occasion, but no one else interviewed was enthusiastic about this proposal. There does seem to be a question about obtaining agreement to use the property this way when the terms of the lease expressly forbid it. Nor does examination of the predicted population suggest the urgency of such a measure. Such a college might, of course, specialize in the arts and theatre. But the place where these specialities are most needed are in larger centres of population such as Calgary where, already, there are well developed programs in the arts both at the University of Calgary and at SAIT.
8. A residential centre for all the colleges. It can be anticipated that most or all of the colleges will be so absorbed with developing their own programs, and in some cases developing student residences, that they will not have the interest or resources to administer jointly the Banff Centre.

Against both proposals 7 and 8, it has been argued by some, in addition, that if the Banff Centre was exclusively or largely concerned with the colleges that the quality of the program and the ability of the Centre to obtain additional funds would both be jeopardized. Such a result is not inevitable, and some of those interviewed argued a reverse case. But it does seem that there is little possibility, at present, for making such a change in organization.

9. A "trust" under private auspices. This is an alternative that has some advocates. There are a number of precedents for offering special forms of higher education under private auspices, but in the public interest. Some other centres for continuing education in Canada are operated in this way - the Quetico Centre in Ontario and Maison Montmorency in Quebec being two examples. A somewhat similar plan to maintain a property near Toronto primarily as a centre of continuing education, and operated with and for the universities and professional schools in that city, is under active discussion.

This possibility does deserve active consideration. However, an essential condition would be that a group of capable, energetic and responsible men would undertake full responsibility and that they would accept the obligation for many years to come. It would take some time to recruit such a board, the Parks Branch would need to be satisfied that the lease of the property could be properly vested in a private trust, and such donors as the Canada Council and large foundations would need to be convinced that consideration should be given to financial requests.

Until at least these conditions are ensured, this alternative cannot be considered seriously.

10. Chartered under the Alberta University Act as a separate educational institution. A majority of those interviewed by the writer favoured some version of this proposal, although not all of the respondents have given much thought to all the issues involved. The chief reasons advanced were that because the Banff Centre is a unique institution serving many purposes, it should operate under an independent authority and should also be related to all of the universities and major educational interests

in the province.

One proposal advanced by a professor at the University of Calgary is to create a Federal University of Banff. He advocates that the courses should be built on a "Humanities emphasis" and there should be an "international flavour" to the curriculum, faculty and students. This is an interesting suggestion, but it is not one that is being considered seriously by those planning additional universities and it is certain there would be difficulty in persuading officials in the Parks Branch that such a plan should be fostered.

Choices Available

In our opinion, after studying these ten alternatives, there are three possible choices that may be considered at the present time.

First, the Centre might be carried on very much as at present, accepting the administrative plan advanced by the Board of Governors of the University of Calgary (with some modifications) for a period of three years. The time period suggested would make it possible for further study to be made by the Commission on Educational Planning in the context of the total needs for post-secondary and higher education. In support of an interim solution it could be argued that there would need to be no change in the University Act, and no upsetting change in relationships of the Centre with the University of Calgary.

There may be persuasive reasons for going no further than an interim solution. But attention should also be given to possible deficits. For example, if it is considered that the purpose and functions of the Banff Centre are of such uniqueness that a separate identity is required, that future will not be advanced by three years operation under another plan. Or if it is considered, that the University of Calgary should retain the main responsibility for operating the Centre, it will not help that University, or its Board to realize that the term of such responsibilities may be a limited one and that any of the plans for capital development or staff appointments might need to be terminated without much notice. There is some question about whether present staff or additional staff of the calibre that are required will come to Banff to live under such a condition of uncertainty about the future. There may be hesitancy about planning for capital expansion, about seeking funds for program, or in undertaking innovative programs. Such a situation can and sometimes does act as a stimulus to adventuresome programming; commonly it serves to blunt and inhibit imagination and boldness.

Choice two is to confirm the University of Alberta as the responsible authority for the Centre, either under a plan laid down by the Board of Governors of the University or under some other acceptable plan.

Some of the reasons for adopting this choice are stated effectively in a "Statement of Policy Regarding Administrative Procedures and Operations of Banff School of Fine Arts and Centre for Continuing Education" which was approved by the Board of Governors of the University on July 8, 1969. We quote this document in full:

> "The selection of a new Director to succeed Senator Donald Cameron on his retirement provides the opportunity to review the joint administrative procedures required by officials of both the Banff School and its legal parent, The University of Calgary. The administrative organization, lines of authority and consultation, and delegation of responsibility are involved. This document is intended to be a concise statement of purpose and policy for future guidance of the new Director of the School and officials of the University.
>
> "The vision of Senator Cameron, as founder and Director of the Banff School from its inception, has resulted in the creation of present facilities intended to promote continuing education of adults in all fields of culture and fine arts, with emphasis on practice as well as

theory, and without necessarily emphasizing academic qualifications of students as essential prerequisite to enrolment. The furtherance of adult education in any field relevant to modern living is accepted as desirable within the limits of the facilities available from time to time and season to season, by means of conferences, festivals, or formal programmes of short or long duration.

"The University will attempt to support these objectives and to integrate them as far as possible and desirable with the functions of the University. Courses at the School which can be offered for credit in any of the University's programmes will be accepted provided they meet standards laid down by the faculties involved. Facilities of the School which can be used advantageously by the University will be made available whenever possible.

"It is highly desirable that the financial basis of operation of the School should continue as in the past, encompassing the objective of meeting all direct operating costs out of operating revenues.

"Within the principles and philosophy as thus outlined briefly, the following points are intended to clarify operating procedures.

1. "The School shall be under the direction of a Director, appointed for a suitable period of years and resident in Banff.
2. "The Director shall report to the University through the Vice-President (Academic) in the same manner as deans of faculties and directors of divisions or schools in the University.
3. "There shall be a Banff School Advisory Committee of the Board of Governors of the University composed of the President and Vice-Presidents of the University, together with three persons named by the Board of Governors, at least one of whom shall be a member of the Board, and the deans of the Faculties of Arts and Science, Fine Arts and Business and the Director of the Division of Continuing Education.
4. "Approval of the Advisory Committee shall be required as the preliminary for new courses or programmes, appointments to teaching or senior administrative staff, capital expenditures, and operating policies.
5. "The Director of the School shall be responsible for recommending and directing all programmes not normally within the scope of faculties and schools of the University.
6. "Any course or programme offered by the School and acceptable for credit at the University shall have prior approval by General Faculty Council.
7. "Courses offered by the School for credit at the University may be conceived either by the Director and staff of the School or by the dean and staff of any faculty or school of the University, but

> shall be subject to agreement between the Director of the Banff School and the dean of the faculty or director of the school concerned in the University, to be followed by approval of both the General Faculty Council and the Advisory Committee of the Board of Governors.
>
> 8. "The Director of the Banff School shall function within the University administration on the same level as deans of faculties or directors of schools or divisions, making due allowances for the handicaps imposed by the distance that separates the two campuses. He shall be a member of the Deans' Council and the General Faculty Council."

This is a clear and concise plan. It has been augmented in subsequent memoranda and correspondence between the President and the Chairman of the Board of the University and the Minister of Education and in meetings and discussions during the present inquiry. But the case, in essence, is here, and invites comment.

Sense of Responsibility. The writer has met the Banff Committee of the University and talked with its members individually. He is convinced that the Chairman of the Board, the President, the Vice-President and the deans are fully behind a vigorous, constructive use of the Banff Centre.

Relationships of the University with the Staff of the Centre. Senator Cameron and members of the staff of the Banff Centre report that the relationships with the University of Calgary have in the main been helpful and productive, although several examples of inadequate communication have been cited. The accounting services provided by the University for the Centre seem not to have worked well at first but improvements have been noted.

Simplicity of Plan. One obvious merit of this plan is its simplicity, with clear lines of communication and authority.

Transfer of the Centre to the University of Calgary. The writer has searched the record and interviewed several people in trying to determine why, when the University Act was re-written in 1966, the Banff Centre was transferred from the University of Alberta to the University of Calgary. As far as he can determine, the chief reasons are the most obvious ones; that the Banff centre is geographically distant from Edmonton and geographically close to Calgary, that Banff has always been associated with the interests of the people of Calgary, it was hoped, therefore, that a more responsible administration and support for Banff might thus be achieved; and that efforts were being made to attain some balance of responsibility between the two universities. Senator Cameron did not favour such a change; his memorandum recommended a plan for association with all universities. Officers at the University of Alberta do not seem to have favoured the change but they did not take action to block it.

How well has the change worked out? This is not easy to answer fully. There has not been sufficient time to make a judicious assessment of all the results of the change. At this stage we will note, without comment, that a memorandum exists written by Senator Cameron and dated January 1, 1969, in which he reviews the record and concludes that the results at that date did not correspond with the expectations of those advocating the change.

"Parent" or "Trustee". As the writer reviews the administrative plan from the Board of Governors, a number of questions arise, not about the adequacy of such a plan for most internal university enterprises, but about its applicability, without considerable revision, to this unique Centre. He has noted earlier that the plan suggested by the Board of

Governors of the University of Calgary seems more restrictive, with more power centralized in the university administration than in the case of any university centre of continuing education that he has visited.

One ought not to consider too literally figures of speech, or take them out of context, but a genuine difficulty with the Statement of Policy does seem to reside in the concept "legal parent" in the opening paragraph. If that concept were applicable, what follows is logical enough. But surely in no sense can the Banff Centre be considered a "child" of the University of Calgary. And one continues to wonder how such a Centre can operate when it is subject to the same administrative procedures as any internal department or faculty of the University. It is no criticism of university administration to question whether procedures adopted for one purpose can serve what is palpably a different purpose.

If a Centre with the history and purposes of the Banff Centre is to have an organizational relationship with any university, one would have anticipated a relationship whereby that university acts as "Trustee," operating on behalf of all other universities and indeed all major users. This is not a play on words, the difference in concept is extremely important.

The plan proposed in the Policy Statement prompts a number of specific questions:

1. Will the University of Calgary accept as guidelines some statement of goals and objectives which will be developed in discussion with the universities and other interests in the province for which the Centre has been developed?

2. The present plan offers on the Banff School Advisory Committee, (a Committee appointed by and responsible to the Board of Governors of the University of Calgary), one representative each for the Department of Education, the Alberta Universities, and the S.A.I.T. Is this membership on a Committee which is subordinate to the Board of the University of Calgary, a satisfactory means of obtaining responsible involvement of the Department and other institutions? Is it possible or likely that all of them, or any of them, will accept a place?

3. Will the relationship with the University of Calgary lead to a stronger case for obtaining additional finance, or will the Banff Centre tend to compete with, or threaten other aspects of university fund-raising? If competition or conflict did arise, would not the interests of the Banff Centre, even though they might be for developments planned for the whole province, inevitably be subordinated to the interests of the University.

4. Will the view expressed in the "policy statement" that the Centre "should continue, as in the past, encompassing the objective of meeting all direct operating costs out of operating revenue" not be a serious obstacle in improving the quality of work offered?

5. Will the establishment of the Director of the Centre at the level of the deans of the university, reporting to the Vice-President instead of reporting directly to the President tend to limit, or not limit, the choice of competent personnel, the level of salary that can be offered, and the Director's freedom of action as chief executive?

6. Will such direct association with a university lead, as some respondents both within the University and outside the University have argued it will

inevitably lead, to restricting the vision and activities of the Centre, with the result that more and more the Centre will operate in ways similar to the University, thus putting obstacles in the way of innovation and experiment?

7. Will the bringing of the activities of the Banff Centre into the discussions of the General Faculty Council likely have constructive results for either the University or the Banff Centre? No one raises a question about the necessity of any university credit activity being governed by university authority. But the number of persons taking university credit for both the universities of Calgary and Alberta and universities elsewhere, are at the present time only a fraction of the students at summer school, perhaps one hundred persons altogether of the total of about 30,000 who will take part in activities at the Banff Centre in a year. It is not to denigrate work for academic credit, present or future, to note that such work involves a handfull of people. About most of the activities carried on at the Banff Centre few of the members of the University General Faculty Council have any special experience or competence.

8. Faculty members at the University of Calgary have complained that through its association with the Banff Centre the University has been unjustly criticized. They cite certain "hotel-keeping" operations and alleged incompetence of instructors in the arts or management training as examples and claim that the University is judged adversely by these activities. Is this plan not likely to increase the amount of unwarranted criticism, (a criticism that may be based not so much in a difference in standards but in objectives) because it will now appear that the Board and Faculty of the University are directly responsible for every operation at Banff.

9. Will such direct responsibility for the Banff Centre assumed by the University be desirable for the University of Calgary, faced as it is with many perplexing problems of growth and development?

Several people, three at least who hold responsible positions in connection with the University of Calgary, have expressed genuine concern that the proposed plan to administer the Banff Centre, along with all other responsibilities of the University, may get in the way of goals and objects of the University itself.

Under any effective plan of administration, the institution that can use the Centre most effectively and most consistently is the University of Calgary. It is conceivable that the interests of the University can better be expressed in a concept of "trusteeship", where the University of Calgary would be "first among equals", rather than under the plan that has been quoted.

. . . .

After reviewing the experience of the Banff Centre, and other centres, we have reached the conclusion that the organizational plan as suggested in the "policy statement" would not work well either in the interests of the Banff Centre, or for the interests of the University of Calgary. However, we feel that an arrangement can be worked out under the University which will appropriately safeguard the interests and utilize the leadership of the University, that will provide for the unique purpose and functions of the Centre, and associate with it the chief educational institutions of the province. We will discuss how this might work out in a later section.

Choice Three

Choice number three is to create some kind of independent authority for the Banff Centre, one designed to provide corporate form for its unique goals and functions. Again, there are many factors to be considered and questions to be answered.

Support for this alternative. We have noted that a substantial number of individuals have advocated this solution. Some of them also claim that they are expressing the views of their organization and therefore that some discussion of the question has occurred already. The writer was not able to test these assertions, but he has no reason to disbelieve them. Only a few such opinions were heard in Calgary but they did come from a strong minority of respondents in that city. Beyond Calgary there was virtual unanimity about this proposal amongst the individuals interviewed. However, as noted above, not everyone with whom the writer talked had seriously considered the implications or had thought about an appropriate plan of organization.

A change in the University Act. If any independent status is to be obtained for the Banff Centre there will need to be changes in the University Act.

Conditions of the lease. If any important change respecting the Banff Centre is to be made there will need to be conversations with officials in the Parks Branch.

Views of the former Director. In a memorandum dated October 1965, prepared for the Committee on Revision of the University Act, Senator Cameron expressed views which he himself later summarized as follows:

> "After mature consideration of all the factors involved, the officers of the Banff School made recommendations which are in short . . . that the Banff School should not be the property of any one University but that it should be linked with the three Universities of Alberta, Calgary, and Lethbridge and operate under its own separate Board of Governors which would be comprised of the Presidents of the three Universities, together with a selection from the Deans of Faculties of Commerce and Business Administration; the Deans of Fine Arts where such faculties existed; one or more from the Directors of Extension, together with the Directors and officers of the Banff School".

In a subsequent memorandum dated January 1, 1969, Senator Cameron repeated his view that a separate board representing all universities would be desirable. This conclusion he has expressed in correspondence with the University of Calgary, in additional correspondence with the Deputy Minister of Education and in conversations with the writer.

In a letter from the Chairman of the Board of Governors of the University of Calgary to the Minister of Education, dated October 28, Mr. Thorssen says in part:

> "As you are aware, Senator Cameron was most emphatic that the Banff School continue to be part of a University or Universities and was inclined to have the operation of the Banff School under the direction of the three Alberta Universities".

There seems to be no doubt that the former Director continues to favour a separate identity for the Banff Centre, although in one memorandum he raises some doubt about acceptability of such a plan by the Parks Branch, under present interpretations of the lease. It is also reported that during a discussion with the President of the University of Calgary and the Chairman of the Banff Advisory Committee about possible plans for the future, Senator Cameron approved the proposal for including representatives of other universities on the Advisory Committee and reiterated his support for the view that the Centre should "be tied to the Universities."

What kind of authority? Opinions differ on this point. Some favour the creation of a separate "University." Others have mentioned that it should be a separate "College."

In the second case the Centre would be related to the Alberta Colleges Commission. For reasons given earlier, this does not seem to be an acceptable solution. The largest number seem to favour an authority under the University Act and related to the Alberta University Commission, but an authority which gives ample representation not only to the universities but to other major interests.

Finance. If a separate authority is created under an amendment to the University Act, the Board of the Centre would presumably submit its annual budget requirements to the Alberta Universities Commission. There could, of course, be some guideline expressing the expectation that the Centre would obtain a considerable part of its revenues from its own operations. However, this should probably be accompanied by a statement of principle that such enterprise, or thrift, should not be carried to the point where quality of the educational experiences provided is seriously threatened.

The Board of the Centre should be accorded the right to request additional funds from appropriate sources for capital development, scholarships or program. To promote good will, and not increase the difficulties of all universities in their efforts to obtain funds, the Board should hold discussions with the universities about its intentions, so that as far as possible, competition for funds from the same sources would be eliminated.

It has not been possible for the writer to make more than a tentative investigation of possible support under such a plan. He believes, however, that a Board under such an authority would be able to request and receive funds from the Canada Council, agencies of the Federal Government, foundations, corporations, individuals and organizations. The position of the Centre to attract funds would, of course, be increased if there is strong representation of the Universities of Alberta on the Board of the Centre. And so would the probability of eliminating or minimizing the friction that results from competition in fund-raising.

Criticism of the plan for a separate authority. It has been noted that some difficulty might arise with such a plan because of present interpretations of the lease.

We have noted that those who framed the University Act in 1966 chose not to establish a Centre governed jointly by the three universities, as advocated by Senator Cameron. Such a solution apparently did not seem workable. Any plan for a separate authority may well meet the criticism that it will not work. This pessimism may be warranted but a study of those cases where several universities share responsibility for a common project do not support such a conclusion.

How alternative proposals might work in practice.

It is our opinion that it may be possible to operate the Banff Centre effectively either under an arrangement with one university that would accept the responsibility for acting in the capacity of "Trustee" along with other educational institutions represented on a board, or under a separate authority. Accordingly, we have speculated about the probable organization. At this stage the proposals are intended merely to stimulate study and debate.

Possible Organizational and Administrative Arrangements:

A. Where one University acts as a Trustee

1. Aims and Objectives for the Banff Centre. These would be spelled out clearly and an attempt would be made to obtain discussion, approval, and general support by the main institutions in Alberta. The statement would include a reference to educational goals, access to the Centre by all groups in the province willing to accept the educational purpose, and the use of the Centre for appropriate provincial, western regional, national and international seminars and conferences.

2. Council. The Banff Centre would have its own Council which would not be a Committee of the Board of the Trustee University. Membership on the Council would include representatives of the Trustee University, the President or his delegate of all the other universities in Alberta, representatives of the Colleges, at least two representatives from major professional associations in Alberta, such as the Alberta Teachers Association, at least three additional members from the main "user" organizations in the province and appropriate representation from staff and students. The Council of the Banff Centre would report annually to the Board of the Trustee University. Under a policy worked out in advance, and defined in legislation, the Council would have responsibility for hiring staff, for management and finance, for program and for assessing performance.

3. Advisory Committee of "User" Organizations. In addition to a governing Council, there may be a case for a provincial advisory body representing the main "users" that are not represented on the Council. This Advisory Committee would meet annually or twice a year to evaluate programs, offer suggestions, and channel support.

4. Supervision of programs. For any program offered at the Banff Centre for University credit, the University associated with the program would give authorization, including approval of staff appointments and provide supervision as it does for any internal academic courses. For scrutiny and approval of non-credit activities, including staff appointments appropriate committees would be established by the Council with personnel selected because of their competence. The Trustee University would be represented on all such committees as well as other members drawn from any appropriate institution or association.

5. Staff. Where it seems desirable the Director and his major staff associates would hold cross-appointments in the Trustee University or any other appropriate university or post-secondary institution in Alberta.

6. Finance. The Council of the Banff Centre would draw up its own budget. There should be full discussion with the Trustee University and the budget might be submitted to the Alberta Universities Commission through the Trustee University. The Council of the Banff Centre should be empowered to seek funds for capital development, scholarships and program from any potential source. If there is regular consultation, the chances of competition or conflict over fund requests is not likely to arise. However, if, and after full discussion has taken place, conflict does ensue, it should be settled at the provincial level, and not in the internal decision-making process of the Trustee University.

7. Accountability. The Council of the Banff Centre should be held accountable for the activities of the Centre and this would be achieved through submitting an annual report to the Trustee university, through review of annual budget submissions, and possibly through the meetings of the advisory committee of "users."

Organizational and Administrative Arrangements:

B. Under a separate authority established by an amendment to the University Act

1. Aims and objectives. These should be stated clearly and if possible should receive discussion and general approval by the main "user" organizations, and defined in legislation.

2. Board. Under the Act authority would be vested in a Board of Governors of the Banff Centre. Representation might be somewhat as follows: representatives from each university in the province, including the President or his delegate, three representatives from the colleges, two or three representatives from professional societies or management associations, representatives from other major associations of users, appropriate representation from staff and students and at least I representative from the Department of Education.

This would mean a Board numbering from 12 to 18 members.

3. Council of User organization. In addition to a Board of Governors there may be a case for a provincial council representing the main "Users" that are not represented on the Board. This council would meet annually or twice a year to evaluate programs, offer suggestions and channel support.

4. Supervision of programs. For any program bearing university credit the responsible university would approve and supervise. For non-credit activities committees and mechanisms would be established by the Board with appropriate representation to approve staff and to assess performance.

5. Staff. Wherever it seems desirable the Director and his major staff associates would hold cross-appointments in one of the universities or post-secondary institutions in Alberta.

6. Finance. The Board of the Centre would prepare a budget and submit it annually to the University Grants Commission. It would also be empowered to seek funds for capital, scholarships and program from any appropriate source. A mechanism of consultation should be worked out so that requests, as far as possible, did not compete with the fund raising activities of the universities or colleges.

7. Accountability. The Board of the Banff Centre should be held accountable and enjoy the privileges of any institution covered under the Alberta University Act.

. . . .

The differences between these two forms of authority are interesting, but not decisive. Both are calculated to provide for the preservation and extension of the Centre as an unique institution serving many purposes. Both would provide for participation in policy and management by the main educational interests in the province. Both provide that the special interests of the universities for credit courses, and for maintaining high standards are protected. By one plan the Trustee university would assume a major share of responsibility and have the opportunity for offering leadership on behalf of all.

We believe that either plan can be made to work. What is required is agreement about purpose and functions, defined in legislation, and co-operation in recruting the kinds of staff needed, and in implementing the ideas and dreams of those who come to Banff.

VI CONCLUSION

When the photographers return from Banff they excite or bore their friends with slides of jutting mountains, lakes and animals. Yet, the most memorable experiences are always what happen to people.

It is common enough to hear convocation addresses and read editorials about the desirability of bringing into some coherence, intellectual and artistic and economic considerations. Yet how often do we find expressions, even approximations of this goal? In Banff are featured programs serving many purposes, often during the same time period.

If you came to the Banff Centre this fall you would meet sheepmen and cattlemen. In the lore and mythology of the west, these are natural enemies. But at the Centre they seemed almost indistinguishable, bearing few if any vocational markings, yet notable alike in their efforts to understand and become more competent. There were elders from pentecostal tabernacles and men and women from other denominations searching for and sharing a spiritual experience; there were seminars for "swingers" who make a living selling real estate or second hand cars or insurance. God and Mammon, you might say. But around the coffee cups or during talks about the human condition you hear in the lounge you would be hard put to identify which was which. There were business executives come to learn and renew themselves, bringing stories of new economic gambles as daring and fascinating as Steep Rock or Kitimat, or the fabled search for Eldorado or the Northwest Passage. There were university students, at arm's length from their campus, here to try to analyze their world, their future, and to take a small step along the trail that might lead to self-understanding.

On some days one could see the Centre through the eyes of visiting children, fascinated by the miracles of things growing amid rock and snow; or of people who had returned to Banff for the twentieth and thirtieth time, and were discovering new strata or colours in their own experience. One could see it through the eyes of a sociologist from India, intent on guaging what these experiences meant for Canadian society, or might mean for his society.

One was told about other groups, special groups, like the Seminar for Bishops, to which the Anglican Primates from most of Canada came to help each other prepare for their mission in a swiftly changing world. Hearing of this seminar, a university vice-president jested: "They ought not to go to Banff, they should hold their seminar in Africa, with the other primates." Collections of bishops and labour leaders, and wheat farmers and salesmen and parents, all of whom for a few days become "students" again, this phenomenon may cause surprise amongst some university men more accustomed to traditional college classes. Of course, there were professors present, many of them, both exchanging and receiving knowledge and experience. Cynics might have a field day with all this; one could easily predict the events and happenings that would trigger their scorn. But cynics are people who seem to have lost, or have sold out their capacity to learn, so how could they be expected to understand men and women who have kept theirs alive.

Is it all exciting, awe-inspiring, leading to what Maslow describes as "peak experience"? Of course not. You can hear dull speeches or lectures at Banff, and meaningless discussions and boring arguments and the threshing of old straw. Men and women do not always make the best use even of a splendid environment and opportunity for learning. In the past few years, the Centre may have lacked the excitement and tension associated with other centres, Esalen in California, for example. One hears criticisms, and grumblings, about some administrative arrangements, or the impersonality and noise of a huge dining room. But it was interesting to note that most of the complainers seemed to feel they had a right to complain: in a real sense the Banff Centre was theirs and they were at home.

Those who planned the buildings at Banff have been both criticized and commended. One tends to hear much more satisfaction than complaint. And few other building designers have ever had to provide a residence and a learning environment for people of such diverse experiences and interests and tastes. And yet, in a significant way, this is a home to all who come.

Its fascinating, while at Banff, to speculate about the values of education carried on in residence. Much has been claimed for an experience when one withdraws temporarily from the push and clutch of every day life where time choices are all made and routine is in the saddle. The eloquent testimonies about what can happen to people who for a time live together, words of ancient religious leaders, or "modern" prophets such as Bishop Grundtvig or Sir Richard Livingstone, are well known.

> Grundtvig: The great lack in all countries is a higher institution for people's education and for practical competence in all fields. Such an institution must come from learning and be in living connection with it.

> Livingstone: Even in education man remains a social animal. Consider how often education has burned most brightly at a common hearth, where men gathered together in company to warm their hands at its flame . . . No doubt the lamp of wisdom can burn in solitary shrines and even in dismal lecture halls. But for many it will not burn brightly, if at all, unless fanned by that social corporate life which both educates and makes education attractive.

It is revealing when a contemporary master of residential education, such as Frank Jessup of Rewley House, Oxford University, re-affirms this purpose from his own experience.

> Some men have always felt a need for places to which, from time to time, they could retire from the cares of the everyday world and collect their thoughts - collect and develop their thoughts. This is a constant need, but with the distractions and all-pervading busyness of the modern world, it is more important than ever. Whether it is the housewife who needs to get away from domestic chores, or the corporation president who needs to get away from the desk, or the trade unionist who needs to get off the factory floor, or the academic who needs to get out of his laboratory or library, it is essential that people should have opportunities of becoming members of small, residential communities that are devoted to the dissemination of knowledge and the increase in wisdom.

Jessup goes on. "Knowledge and ideas and wisdom do not flow only in one direction. I hope that it can be said of us, as of Chaucer's parson 'gladly would he learn and gladly teach.' We look forward to the Oxford residential education centre becoming a centre for reciprocity in learning."

But what about the Banff Centre. Is it an environment for learning that is appropriate to its province and region? It would seem so. Gwen Pharis Ringwood, the first playwright developed at Banff might have been describing the Centre in one of her poems.

> My roots are in the soil
> Whatever good or bad, what vain
>   hope or mighty triumph lies in you
> That good or bad, that destiny is in me.
>
> In all your folly and your strength
>   I speak
> And all your beauty is my heritage.

Are the programs at Banff of equal quality? One thinks not. But some of the remedies are close at hand. There is an enormous difference in the experience of participants in a conference that is well-designed, well-staffed, and well-supported by educational aids, and some other conferences, although both are held at Banff. It is not a day-and-night contrast, but there are differences measureable in information gained, skills learned and attitudes changed. Moreover, the well-planned seminars and schools feature other happenings. Their participants explore the marvels of the Park, and take part in or are exposed to the arts. The truly phenomenal experience that some have could be had by most or all who have the taste for it, and are willing to expose themselves to learning.

What is needed? Some changes in administrative arrangements to offset the impersonality that has crept into the Banff Center with its enlargement in size. Some alterations in the conference rooms and studios. The recruiting of one or two highly-trained conference counsellors to assist groups in preparing and carrying out educational activities of high quality. Some additions to the learning materials and educational technologies. And an administrative and financial plan that will support and enlarge this purpose and these functions, not stunt them.

Achievements at Banff have been and can be judged, in general terms, as good. But good is not good enough. For some individuals and some groups the record is excellence. And excellence should be possible for most.

Of course, excellence cannot be measured in terms of academic credit only. Excellence must be related to goals. The goal of many who come to Banff is not a course credit or advancement toward a university degree. Some come to express themselves, to create. For many the objectives are trying to understand oneself, trying to understand why many young people use drugs, trying to understand what wheat policy will make sense for Canada in the next decade, or what Canadians might do to help improve international tensions in Asia. For these goals such a tally as academic credit is usually irrelevant. When we are wiser we may better assess the changes in knowledge and skill, and more important the fashioning of taste and will and character. Even now, as poor as our tools of assessment are, we must try.

The need for the Banff Centre, the need for several strategically placed Banff Centres in Canada, is now much more apparent. Every day with its fresh problems and bewildering new opportunities, brings renewed evidence. In one of the more amusing advertising campaigns, two male characters review all of their daily problems and conclude that they should swallow a certain pain-saving pill. What is really required is not a carton of aspirins, but a place where men and women, exchanging their deepest experience with the aid of the wisest possible teachers, can develop a perspective, forge a will to act, and increase their understanding and their skill.

It is commonly believed that most important decisions in Canada are made in corporation board rooms, or in Parliament. And some are. But if decisions made at such places and at such levels are sound decisions it is because there was clear-eyed analysis, and the working out of agreements to act, long before the resolutions or the bills came up for final vote. In a very real sense, Canada will be moulded and re-moulded, will be enlarged in spirit, will achieve an identity and a destiny, or not, through the experiences lived and exchanged and the commitments assumed at the Banff kinds of centres. In this way man will "make his own and continuing destiny," to echo Robert Kroetsch.

There may need to be created means by which all of the major centres of continuing education will relate to each other. These institutions have problems and opportunities that deserve and require special attention and they can and should exchange experience, perhaps even share staff and visiting specialists, as visiting professors coming to one Canadian university now commonly give seminars or courses at other universities as well. Respecting the Banff Centre, the lines of communication should go, not just through the province, but regionally and nationally and beyond. The ideas to be pondered are not contained by political boundaries. Because of these probabilities, as well as for other reasons, it will be unwise to freeze the administrative arrangements into a constricting mould.

The Banff Centre, and probably all of the centres, should be close to, and always open to colleges and universities. In this way high intellectual standards can be practiced and advanced. This continuing contact is as important for the colleges and universities as it is for the Banff Centre. Increasingly we may expect the emergence of research agencies and educational institutions, operating at the very highest level, that are outside the university campus and influence. Examples exist already under corporation or government auspices. If there is little or no interaction with the universities there may be many losses, and not the least for the universities. Perhaps the best service a centre for continuing education can render a university is to refuse to be shaped, in facilities, administration or learning style, by college or university practices. It may always be easier to innovate at the center than in the university and experience gained in the experiment can be shared.

During the past fifty years many new programs or disciplines, environmental studies to name just one example, have first been offered and tested in a university extension department and later adopted by some department of the university. Just so other subjects of study, as well as novel learning methods and materials, can and will be tested in centres of continuing education.

The specific objectives of centres and of universities are not identical, but ultimate goals are. Recently Northrop Frye likened these goals to Moses.

> The university is a kind of Moses, who comes to people stuck in Egypt, trying to make bricks without straw, and says to them: 'I think I can get you out of this, if you have the intelligence and persistence to go with me. It's a long dusty walk, one step after another; it will take 40 years and you will often lose your way. I can take you to the boundary of a better country. It belongs to you; it's your home; all you have to do is to enter and take possession. But I will not go with you, because I have to go back to Egypt for more slaves.'

One of the advantages of having a Centre such as Banff related to more than one college or university is that each of the separate institutions share an environment in which they can foster their own special interests but may also make a contribution to the whole. In the New England Centre for Continuing Education each member university concerns itself with at least one special interest, doing so on behalf of and with the participation of others that are interested. The University of Maine is particularly concerned about continuing education associated with environmental studies and human and natural resources; New Hampshire, a graduate program in adult education for the region; Vermont, continuing medical education; Massachusetts, support to curriculum in the community colleges; Connecticutt, visual and performing arts, Rhode Island, education for the aging.

Every residential centre, as Sir Richard Livingstone remarked, is a place for corporate study. But this in no way denies the possibility of use by individuals who are wrestling with some special intellectual and artistic and spiritual task. The facilities of the Centre can be adapted to make possible individualized study by some. Most of the recent developments in the educational technologies are of the kind that assist individual learning. While at present Banff lacks a library, except for management training, before long the main sources of information can be brought to the Centre via the telephone, and microwave transmission and coaxial cable and in condensed storage units such as microfiche.

The Banff Centre might also be the place where will be tried out different time units and rhythms of study. It is clear enough that before long some university resources (libraries, laboratories, computor services) will be used every day of the year and for 24 hours a day just as now occurs at the national archive in Ottawa. One place for testing out modified administrative arrangements for study is at a centre for continuing education.

Experiments are also needed that go beyond single conferences or seminars and that carry out programs in sequences over considerable time periods. The lack of such continuing experience was referred to by several executives who had been stimulated by their experience in the Banff School of Advanced Management and wished for further opportunities.

Perhaps some day soon continuing education will mean continuing, and not spasmodic, or ad hoc, or catch-as-catch-can.

Most people who go to Banff have proposals to make about what the Centre might do and might become. Some of these suggestions would require more buildings; most do not. The present lease restricts new building and this restriction, if applied with wisdom and some appreciation of changing circumstances, is desirable. The parkland should never be dotted with buildings, nor should the Centre ever have huge dormitories. What may be needed are a few more units serving individual and small group needs.

Respecting additions, some have proposed a compact studio or two so that creativity may be fostered in producing films, video tapes, programs for television and the many forms of recording and re-creating human experiences. Others talk about a tiny but magnificent chapel, not for worship of any particular creed and not particularly for group worship at all, but for meditation and reflection, for agonizing about the human condition and for the exaltation of discovering some insight that might help people find themselves. Plans for facilities for language instruction, extensions to studio space and for recreation are already well advanced.

Some have proposed that at Banff should be held national seminars on Canada's most serious problems as well as international issues, which could be analyzed with rationality as well as with passion. They refer to some of the neglected questions, to what a Report of the Alberta Human Resources Research Council calls "Unattended Issues." Others see it as a laboratory where behavioral scientists of all kinds will study and plan the enlargement of human resources. Still others feel that the Banff Centre is an admirable location for observing and testing out ideas about leisure and how it might be lived well and not simply endured.

Many who look back on notable occasions when international groups met at Banff urge that more such congresses should be held. And everyone seems to have his private plan of bringing to Banff, at least for a few months a year, some of the choicest spirits of our times, men and women who would be in residence while they took time to paint, or compose, or write, or consider a social theory or the social implications of a science or a technology.

Most who comment about the Centre talk about the future, not the past. They recognize, to quote the President of the University of Calgary: "The Banff School of Fine Arts has been a trail-blazer in all facets of it operations for the past generation . . . Over the years we have not lost the sound of horses' hooves in the air . . . " But, with the President, they "look with much anticipation to the tenacity, the imagination and the energy of the generations ahead." Or like Senator Cameron, they predict that success in the future is only possible "To the extent that those responsible become aware of and anticipate developing needs before they arrive."

But those who will adventure into the future must operate within a structure flexible enough for change, and must be willing to take risks. And, almost inevitably, to make mistakes. Shelly once wrote: "They who, deluded by no generous error, instigated by no sacred thirst of doubtful knowledge, duped by no illustrious superstitions, loving nothing on this earth and cherishing no hopes beyond, yet keeping aloof from sympathies with their own kind, rejoicing neither in human joy nor mourning with human grief, these . . . languish because none feel with them their common nature." Those who come to Banff come not to escape reality but the better to cope with the real world.

Despite the differences in outlook and experience of the participants there is a growing, deepening, enlarging concensus about what the Banff Centre should be. It should be many things, but above all a school of life, and for life. It should be a place for creativity. It should be a training ground for bold leadership and intelligent followership, and all who come are leaders and followers. It should not be a school or college or university closely modelled on other institutions, no matter how famed or venerable, it should spin new patterns. offer an environment for innovation and planned change. Perhaps the finest location for men to prepare themselves for change is in the everlasting hills.

VII SUMMARY OF THE MAIN RECOMMENDATIONS

Throughout this enquiry, the writer has attempted to present fairly the views expressed to him or obtained through his observations. On many important matters he has also expressed his own opinions or suggestions. In most cases these are not final; he invites others to study the data and reach appropriate conclusions. Some brief records are included in the appendices and in the bibliography selected sources of information are indicated.

In the "terms of reference" he was invited
- "to study present goals and current operations . . ."
- "to appraise its (Banff Centre) unique contributions . . ."
- "to assess the role that the Banff School might play in the years ahead . . ."
- "to determine the most effective arrangements for governing and support . . ."

This he has attempted to do, within the limits imposed by time and by other constraints. Most of the recommendations which will now be summarized, refer to these tasks.

One general observation should be made. It would seem desirable that those institutions and interests that are implicated by these recommendations should have some part in accepting, rejecting, or modifying them, or at least should have ample opportunity to react to any proposals.

A. Purposes and Objectives

1. A statement of purposes, objectives and major functions should be developed. To be of greatest usefulness, a draft statement should be discussed, amended and given general approval in a meeting or seminar where representatives of the main provincial organizations and institutions that have experience, or use the facilities of the Banff Centre, will be

involved. This document would then serve to guide both day-to-day decisions by the board and staff, and also as a basis for considering new proposals for program or development.

2. This statement should include such matters as:

The geographic area served by the Banff Centre is the province and beyond.

The Centre should be used for the continuing education of every kind for all groups that will subscribe to its educational purpose.

The place and importance of the fine arts in the Centre should be confirmed.

The attention of the Centre given to management training should be affirmed with mention of the needs for continuing education of all professional societies (teachers, for example), paraprofessional personnel and others.

The Centre should be a home for experiment and innovation, on all matters of public affairs as well as those matters that help people cope with the personal problems that face most members of the human family.

3. The statement should not be in terms of the ideal only, but in "operational terms" that will allow its use for guidance both by the staff and board of the Centre but also by all individuals or groups that may be participants.

4. The terms of this statement, as well as the operations of the Centre, should be appraised periodically; the statement itself should be thoroughly reviewed at least every five years.

5. The main points in the statement should be embodied in legislation.

B. The Lease

6. Since the terms of the present lease with the Government of Canada are somewhat restrictive in regard to new opportunities that might emerge, or new

emphases in program, efforts should be made to obtain greater flexibility either in the wording of the Lease or with respect to its interpretation.

C. Auspices and administration.

7. There are at least ten possible auspices under which the Banff Centre might be administered. However, having regard to the unique purpose, history, and relationships with organizations in all parts of the province, two alternatives seem at present to offer the best possibilities.

i. With a revision in the University Act, the Banff Centre might be given the responsibility of an independent institution under the Alberta Universities Commission. All universities would be represented on the Board of the Centre as well as colleges and professional societies.

ii. One of the Universities of Alberta could be invited to assume the role and responsibility of a "Trustee" for the Centre, acting with and on behalf of the other major educational interests in the province.

8. The proposal for a separate identity does seem to be practicable. There are a number of precedents, there would be considerable support for this proposal throughout the province, and it would satisfy many of the requirements for obtaining involvement and support from many Alberta institutions, recruiting and keeping an able staff, and obtaining additional financial support. However, this alternative may take many months to work out since it will require an amendment to the University Act and other legal measures, and time will be needed to obtain approval by the many different institutions that would be involved.

9. Because of the delays and the consequent uncertainties for those responsible for the operation of the Centre and because of the probable benefits that will arise from the association, we would favour that The University of Calgary be invited to assume a responsibility for the Banff Centre on behalf of the

major educational institutions and interests in Alberta, that might be characterized as a "Trustee" responsibility. This would confirm the direct relationship of the Centre with the University under terms which we consider are in the best interests of both.

10. This relationship would operate somewhat as follows:

    i. The statement of purpose and objectives, (referred to in 1), and covered in an amendment of the University Act, would be accepted as a statement of "guidelines".

    ii. A Council for the Banff Centre would be created; it would be responsible for policy, hiring and supervising staff, finance, and assessing the performance of the Centre. The University of Calgary would be fully represented on the Council and would receive regular reports.

    iii. If mutually agreeable, the Director of the Banff Centre would maintain his scholarly interests through a "cross-appointment" to the staff of an Alberta university, probably the University of Calgary. Where appropriate, other staff members would also hold "cross-appointments" to institutions of post-secondary or higher education in Alberta.

    iv. In all courses for which academic credit is to be obtained, the University of Calgary (or other institutions involved) would be responsible for decisions about content, standards, and selection of staff.

    v. Appropriate committees should be established for deciding on the desirability of offering, and the standards and personnel associated with, non-credit educational activities. On these committees, the University of Calgary would always be represented, along with other appropriate institutions or interests.

    vi. To eliminate or minimize conflict or competition for funds or poor timing of financial requests the Centre would undertake to have full discussions with the University before it submits its annual budget or any other request for funds.

11. Failing to obtain a satisfactory arrangement with the University of Calgary, along the lines suggested above, the proposal for an independent authority should be implemented with all possible speed.

12. Whatever alternative is taken, the way in which the administrative plan works out in practice should be reviewed by the Commission on Educational Planning and should be thoroughly evaluated within five years.

D. Major Programs of the Centre

13. The Centre should continue to feature programs in the Fine Arts, but with full recognition that the situation respecting the arts in Alberta is changing significantly and rapidly. The Centre can no longer serve all students of the arts, or all purposes. It seems certain, and desirable, that aspiring professional artists, and teachers of the arts will receive much of their education and training in other institutions, the universities, colleges and provincial summer schools, for example.

14. The Banff School of Fine Arts can utilize its traditions and facilities to supplement and support other institutions in some of the following ways:

i. Offer work at a high level, as continuing education in the arts for professional artists and teachers of the arts.

ii. Offer experiences for the organizers and managers of the arts in the communities.

iii. Provide an environment for courses and activities of self-expression in the arts for participants of all ages and a wide range of talents.

iv. Utilize the residential facilities particularly during non-summer months, through short-term but intensive courses, to supplement the work offered through universities, colleges, and the Cultural Development Branch.

v. Invite each year to Banff a few of the greatest talents from anywhere in the world, who would come to paint, or write, or compose, but who might also be available for short periods to students and faculty members at universities, colleges and other organizations.

vi. Organize and plan the programs and art collections at the Centre so that all persons who come to Banff can participate, in part at least, in programs in the arts.

15. The possibilities of including various aspects of films - (appreciation, production, festivals, etc.) in the program of the Banff School of Fine Arts should be explored along with associated activities involving video tape, television and so forth.

16. While these recommendations would apply, more or less, to all of the arts, there are special circumstances respecting the performing arts (such as the possession of an admirable theatre complex, and a special relationship with the Winnipeg Ballet,) which may justify other kinds of program emphases in these fields. However, in all cases the role of the Centre in the development of the arts should be assessed in relation to needs and the opportunities of other agencies to contribute as well. The unique contribution of the Banff School of Fine Arts is more certain to be achieved within a coherent plan embracing artistic development for the province.

17. The Banff Centre should continue to feature programs in management education. Increasingly, however, further educational opportunities should be planned for those able business executives who have graduated from the Banff School of Advanced Management. The principle of offering activities in sequences and with appropriate assessment and follow-up should be utilized increasingly and wherever possible in the program of the Centre.

18. The Banff Centre should recognize the need for further education by every professional society (teachers, doctors, nurses, lawyers, engineers, architects, social workers, to give only a partial list), all administrative officials at any level of government, and perhaps most of those now called "paraprofessionals". All of these groups will begin to offer or

will continue to offer training programs each year, and for many such programs, an educational experience in residence is preferable.

19. In making plans for the further education of executives, managers and professional personnel, their needs and interests in studies in the social sciences and humanities should be provided for as well as their vocational concerns.

20. If, as is anticipated, the Banff School of Advanced Management continues to operate some activities in the Banff Centre, it will be necessary to clarify the relationship of the Director of the Banff Centre with the Board of the Banff School of Advanced Management. If the Banff Centre continues in some relationship with the University of Calgary, as recommended in 9 above, it will be necessary to clarify the relationship between the Faculty of Business at the University of Calgary with the Board of the Banff School of Advanced Management.

21. The function of continuing education of the Banff Centre now attracts the largest numbers of participants and participating organizations. This function should continue to be central in the work of the Banff Centre. Criteria for use of the facilities can and should be worked out, but all groups in Alberta that have educational objectives and who wish to come for educational functions should be welcomed as far as facilities can be provided.

22. Whenever it is possible to do so without interfering with provincial needs, the Centre should also be used for western regional, national and international conferences. Nor should this be seen only as a service to education outside Alberta, (which it is) but also and most important for the education of Albertans who take part in these significant events.

23. Many imaginative suggestions have been made about forms of continuing education in public affairs and concerning national and international problems, about the Centre being used as the workshop for creating programs about western history and culture, and about the Centre being used as the study and research base of councils and research projects of the western region. Suggestions have also been made about the Centre being the locus for research in activities associated with the Banff National Park, with outdoor recreation and sports, with all aspects of leisure, and for the study of continuing education. These and other suggestions should be given study, at the first opportune occasion, by the board and staff of the Centre.

E. Some Proposals for Improvement in Quality

24. There has been some strong criticism about some aspects of the Banff program, centering on the quality of instruction, or the educational experience offered. However, the general assessment seems to be that, on the whole, the level has been good. Nevertheless, standards everywhere are changing, and demands are now made for "excellence", not just for what is "good". It will be important to be clear about specific goals because excellence must be judged in relationship to objectives; it does not exist as an absolute. The achievement of well-designed and a generally approved statement of purpose (proposal 1) and its use in the process of developing regular assessment of performance will increase the liklihood of the Centre becoming fully accountable.

25. At the University of Calgary and other institutions in the province are found individuals of wide experience who can assist in searching for the unusual kinds of talents that are needed for every kind of education.

Respecting courses for university credit, decisions are and must be made by the universities. For other activities there should be appropriate committees to assist the board and staff to design programs, select new staff, and assess performance. These should be established with representation from the University of Calgary as well as any other appropriate institution.

26. The improvement of program quality in seminars and conferences is dependent on a number of variables such as some modifications and reorganization of present facilities, the further training of some present staff to undertake new responsibilities, the provision of a few highly trained and capable program planning staff, some additional facilities to support program. None of these changes need be very costly and the board and staff should consider their speedy implementation. Efforts should also be made to organize and record programs in the arts and respecting the National Park so they are available to all interested participants.

27. Without exception, the centres of continuing education elsewhere have a small number of well-trained and very competent staff persons who work with all groups coming to the centre in identifying program objectives, designing conference or seminar programs, using appropriate materials and methods, and in evaluating the results. Such persons are needed at the Banff Centre and should be recruited. They should be encouraged to test out novel methods, techniques and materials, to keep careful records and to undertake evaluation and research. For maximum diffusion of the results, these staff members should also be associated with faculty in colleges and universities, perhaps through some form of cross-appointment. A small investment in two or three such persons can make the experience of every group one of exceptional quality.

28. The possibility of a Centre with such staff making a major share in developing graduate instruction and research in adult education in association

with one or more universities should be explored. Such a function was first recommended in the Report of the Alberta Royal Commission on Education.

29. The Centre should be equipped with and make available a selection of the educational technologies most needed to back up the educational programs in these seminars and conferences.

30. The need for certain kinds of additional facilities have been expressed by some observors. For almost any national or international conference, translation equipment will be required; these should be permanently installed. A small library of the most useful materials (books, reports, visual materials, audio materials) is needed and the general collection can be built up over the years, and augmented for each group. A studio or two for producing films, video tapes, materials for television, will become increasingly important. So does access to data of many kinds through telephone, microwave and cable. The possibility of creating a small non-denominational chapel, not just for group worship, but for meditation, has been mentioned more than once and should be studied.

No mention is made here about the desirability of adding facilities for recreation (e.g. swimming) because these needs are already recognized in the plan for development. For any people that are in residence for more than a few days such facilities are an important requirement.

F. Finance

31. The Council of the Banff Centre should present an annual budget to the Alberta Universities Commission, directly or through the University of Calgary. It should hold discussions with that University, or any other institutions, when financial needs and requests for funds are likely to over-lap or compete.

32. Authority should be invested in the Council of the Banff Centre to seek funds from any appropriate source, (government or private) when needed for scholarships, new projects, and for capital development.

33. In the past five years the Banff Centre has been self supporting to a level of 95% to 97%. However, in the same years it has gone without personnel and educational facilities needed for its programs. Moreover, while the rates charged are modest for some, they have proven to be a barrier for others. As long as the Banff Centre, alone among major educational organizations that we know of, is expected to earn so much of its revenue from its own operations, so long will the quality of its educational program be in some jeopardy as well as a financial barrier standing against some of those most needing its services. It may be desirable to require that the Banff Centre be largely self-supporting although such a demand deserves further study. However, if the margin were altered, to 85% instead of 95% for example, it is probable that the educational return on the total investment will be increased through improved quality of performance. All of the implications of the financial policy of the Centre should be reviewed by the Council, assisted by some major groups using the Centre.

G. Staff

34. It is obvious enough that an enterprise such has has been described will require remarkable leadership from its chief executive officer. He must be an educationist, who can hold respect of academic colleagues, as well as leading figures in business, the professions, government and the main organizations and institutions that come to the Centre. He will recruit and supervise colleagues who are specialists in the arts, business and professional education, continuing education, and the managers of a substantial facility. If possible he should hold a cross-appointment with one of the universities so that his own progress as a scholar will be facilitated. But since there is no position in a university that is comparable, his salary and contract should be in keeping with his responsibilities and not necessarily equated with any particular university post.

35. Earlier we have recommended that one or two experienced or well trained conference consultants be engaged supported by assistants who can help develop and maintain high standards of continuing education. Where it is appropriate, these and other staff members should be cross-appointed to some appropriate educational institution.

36. Teachers and instructors recruited for Banff should have the highest qualities attainable. However, we direct attention again to objectives; teachers and instructors should be sought with the interests and qualifications to advance the particular aims of the Banff institution, not simply be competent and experienced or hold high degrees.

37. Attention will be needed to solve the difficult problems of finding appropriate housing for all staff members who reside in Banff.

APPENDICES

1. Partial list of persons who were interviewed or supplied memoranda

Banff School (present or former staff members)

A. Anderson

Donald Becker

Senator Donald Cameron

L. Funtek

W. S. Jones

J. C. K. Madsen

I. von Neudegg

R. Swanson

Robert Willson

Calgary

G. Carlyle

Alan Des Champs

Dr. J. Cragg

Dr. Theo Finn

Mrs. G. Garbutt

Bishop Goodman

Eric L. Harvie

Mrs. S. Herbrick

Mrs. W. Hansen

Dr. R. Johnson

Fred Jorgenson

Dr. G. Kurian

Walter Madell

Dr. W. Pentz

Arnold Platt

Dr. J. Robinson

Fred Terentiuk

L. A. Thorssen

Dr. F. Tyler

Dr. Brian Wilson

Mrs. M. Zeman

Edmonton

Dr. T. C. Byrne

Mr. Duncan Campbell

Mr. J. Church

Honourable R. C. Clark

Dr. H. T. Coutts

Dr. Lorne W. Downey

Dr. Harold Dyck

Mr. Earl Hawkesworth

Dr. E. D. Hodgson

Dr. J. Hrabi

Dr. N. Hrynyk

Mrs. M. Jones

W. Kaasa

Dr. Henry Kolesar

Dr. Gordon Mowat

Dr. W. Roos

Mr. L. Shorter

Dr. Andrew Stewart

Dr. W. Worth

Dr. Max Wyman

Other Alberta

Dr. W. Beckel, University of Lethbridge

Dr. Sam Smith, University of Lethbridge

Other

Andrew, Dr. G.C., Executive Director, AUCC

Baker, Dr. H., Director of Extension, University of Saskatchewan, Saskatoon

Blakely, R. J., Author of reports on continuing education, Chicago

Charters, Dr. A. A., Vice-President, University of Syracuse, responsible for three residential centers

Clark, Spencer, President and Manager, Guild of All Arts

Eyford, Glen, Ph.D. Student, formerly Assistant Director of Extension, University of Alberta

Flower, George, Co-ordinator of Graduate Studies, OISE and for several years Director of the CEA-Kellogg project of education for school superintendents

Houle, C. O., Professor of Education, University of Chicago, and planner of the Centre for Continuing Education, University of Chicago

Jessup, Frank, Director, Rewley House, Oxford University

Kinsinger, Robert, Staff Officer of the W. K. Kellogg Foundation which has financed the construction of centers for continuing education

Leighton, David, School of Business Administration, University of Western Ontario

Litchfield, Dr. Ann, Professor of Education, Director of research about American centres of Continuing Education, University of Chicago

McIntosh, Clifford, Director, Quetico Centre

Nowlen, R., Director of the Center of Continuing Education, University of Chicago

Selman, Gordon, Director of University of Extension, University of B.C., and President of the Canadian Association for Adult Education

Stewart, F. K., Executive Director of the Canadian Education Association

Thomas, Alan, Director of the Canadian Association for Adult Education

White, Dr. Thurman, Director of the Center for Continuing Education, University of Oklahoma.

II. Summary of Users of the Banff Centre - April 1968 to March 1969

(Information obtained from records at the Banff Centre)

1. Professional

(a) Teachers	808	
(b) Medical and Nursing	532	
(c) Agricultural	334	
(d) Scientific and Technical	2204	
(e) Business Education	5627	
(f) Social Work	270	
(g) Education Administration	567	
(h) Labour	45	
	10387	Sub Total

2. Social Education

(a) Health and Family Life	75	
(b) Citizenship and Public Offices	494	
(c) Leadership and Training	1240	
(d) Service Club and Fraternal	1468	
(e) Recreational	1102	
	4379	Sub Total

3. Fine Arts

(a) Art Appreciation	233	
(b) Music Appreciation	978	
(c) Film, Radio, T.V. Production	5	
(d) Other	1223	
	2439	Sub Total

4. Liberal Arts		
(a) Religion and Philosophy	5790	
(b) Psychology		
(c) History and Anthropology	103	
(d) English Language and Literature	143	
(e) French Language and Literature		
(f) Other Languages and Literature		
(g) Other	35	
	6071	Sub Total
5. Summer Fine Arts	1428	
	24704	Grand Total

III. Capital Acquirements of the Banff Centre (Information obtained from records at the Banff Centre)

In 1946 the Federal Government gave the St. Julian site consisting of all of Blocks 41, 42, 46, 47 and 48, valued at some $850,000, plus the provision of water, sewer and roads to the value of $150,000.

The School began to acquire its own buildings in 1946 when six former military buildings were acquired from a temporary prisoner of war camp. These were obtained for $350 and re-erected at a cost of $15,000 to provide a dormitory for 60 students. The University provided money for the first permanent student residence, Chalet I, in 1947. This contained 18 twin bedrooms, lounge and bathroom facilities.

In 1948, Mrs. J. H. Woods of Calgary donated $125,000 enabling a start on two more chalets, with a total of 58 twin bedrooms, mostly with bath. They contain two lounges, and bathroom and laundry facilities. The completed cost of the three initial chalets was $350,000.

In 1950, the School acquired on long term lease the Holiday House property consisting of five acres of land and five buildings with sleeping accommodation for 60 students. These buildings had been erected at a cost of $115,000 in 1929.

In 1953, the University, the Provincial Government and private donors provided the funds to build the central section of an Administration Building at a cost of $400,000.

In 1954, the School purchased and paid for from revenues a large residence with accommodation for 30 students. This has a value of $35,000 today.

In 1955 another residence with accommodation for 25 students was purchased at $25,000 and paid for from earnings.

In 1958, the Provincial Government gave $250,000, the University $100,000 and the Canada Council $275,000 to build the north wing of the Administration Building. This contains a 650 seat dining-room, kitchens adequate for 1000 students, 13 studios, 24 twin bedrooms with bath and a small library.

In 1959-60 the School built with its own crew a 3000 square foot addition to the Administration Building at a cost of $40,000, the money coming in from earnings.

In 1960-63, the School built Chalet IV, a residence containing 40 twin bedrooms with bath, 10 studios and a laundry at a cost of $350,000. This was all done from earnings and by the School's own carpenter staff.

In 1961-62 the South Wing of the Administration Building containing 44 twin bedrooms with bath, 14 studios and two offices were built at a cost of $400,000 provided by the Provincial Government and the Canada Council.

In 1963, the School built with its own staff and out of earnings a workshop and storage building at a cost of $25,000.

In 1968-69 the Eric L. Harvie Theatre was completed at a cost of about $1,500,000, the Practice Theatre completed and a start made on the Teaching Wing. When completed these last two items will cost about $525,000.

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IV. Financial Review

FINANCIAL REVIEW

(Information obtained from records at the Banff Centre)

	Expenditure	Revenue	Capital	Net
1965	$ 716,481	$ 662,248	$ 42,080	$ 12,153
1966	932,568	818,763	75,738	38,067
1967	1,135,862	1,008,404	89,910	37,548
1968	1,160,360	1,036,960		123,400
1969	1,317,232	1,289,045		28,187

"Capital" represents construction of new buildings or additions paid for out of operating expenses.

In 1968 the greater majority of the deficit was for finishing and furnishing Rundle Hall.

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V. Higher Education Enrolment Forecasts to 1977-78 Province of Alberta

Year	Pool* Grade XII Enrolments from Table III (80% Retention)	Projected First and Second Year University Enrolments from Table VIII	Remaining Pool	Projected Post-Secondary Institution Enrolments
1965-66	36,869	7,467	29,402	?
1966-67	41,953	8,553	33,400	7,044
1967-68	43,751	10,315	33,436	10,443
1968-69	44,454	12,100	32,354	12,941
1969-70	45,648	13,305	32,343	16,171
1070-71	47,736	14,345	33,391	20,034
1971-72	50,600	15,490	35,110	24,577
1972-73	53,644	16,710	36,919	29,531
1973-74	56,060	17,800	38,260	30,608
1974-75	56,650	19,000	37,650	30,120
1975-76	57,449	20,200	37,249	29,975
1976-77	59,036	21,400	37,636	30,108
1977-78	60,321	22,600	38,321	30,656

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* The pool for any given year is determined by taking the total grade twelve enrolment of the two previous years. Thus, for example the pool of 53,644 for 1972-73 is arrived at by adding the grade twelve enrolments for the years 1970-71 and 1971-21.

VI. Population Projection for Alberta

Both Sexes	1966	1971	1976	1981
20 - 24	102,005	128,336	156,353	177,726
25 - 29	92,200	101,446	127,625	155,480
30 - 34	94,481	91,686	100,884	126,909
35 - 39	95,496	93,832	91,066	100,209
40 - 44	89,036	94,563	92,913	90,186
45 - 49	77,885	87,673	93,104	91,476
	551,103	597,536	661,945	741,981

Derived from a forecast by the

Alberta Bureau of Statistics

Government of Alberta

VI. Population Projections for Canada

Both Sexes	1966	1971	1976	1981
20 - 24	1,461.3	1,922.5	2,205.1	2,441.9
25 - 29	1,241.8	1,576.5	2,035.5	2,316.7
30 - 34	1,241.7	1,321.6	1,654.7	2,111.3
35 - 39	1,286.1	1,286.9	1,366.5	1,697.4
40 - 44	1,257.0	1,300.9	1,301.8	1,380.9
45 - 49	1,089.9	1,250.2	1,293.6	1,294.7
	7,577.8	8,658.6	9,857.2	11,242.9

Derived from a forecast by the
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5. The School for Life.
6. The Director of Conference Programming.
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10. A Continuing Education Centre in Nigeria.
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Memoranda prepared specifically for the enquiry were received from past and present members of the staff of the Centre, and a number of other persons.

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SEP 27 1971
on Adult Education

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